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HANDBOOK FOR DIVERSIFIED COOPERATIVE TRAINING. DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION.

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THIS HANDBOOK WAS WRITTEN TO AID THE SCHOOL ADMINISTRATOR AND COORDINATOR IN ESTABLISHING AND OPERATING A DIVERSIFIED COOPERATIVE TRAINING (DCT) PROGRAM. THE DCT PROGRAM INVOLVES THE TRAINING OF HIGH SCHOOL STUDENTS IN THREE GENERAL OCCUPATIONAL GROUPS--TRADE AND INDUSTRIAL, DISTRIBUTIVE, AND OFFICE OCCUPATIONS. IF SPECIALIZED PROGRAMS IN COOPERATIVE DISTRIBUTIVE EDUCATION AND COOPERATIVE BUSINESS EDUCATION ARE OPERATED WITHIN A SCHOOL, ALL STUDENTS TRAINING IN MARKETING OR MERCHANDISING GOODS OR SERVICES SHOULD BE ENROLLED IN THE DISTRIBUTIVE EDUCATION PROGRAM, AND STUDENTS TRAINING IN OFFICE OCCUPATIONS SHOULD BE ENROLLED IN COOPERATIVE BUSINESS EDUCATION INSTEAD OF THE DCT PROGRAM. DCT IS AN INTEGRAL PART OF THE HIGH SCHOOL CURRICULUM, UTILIZING THE BUSINESS AND INDUSTRIAL ESTABLISHMENTS OF THE COMMUNITY AS TRAINING AGENCIES. INCLUDED IN THIS GUIDE ARE--(1) FACTORS AND STEPS TO BE TAKEN IN ESTABLISHING A PROGRAM, (2) LEGAL RESPONSIBILITIES INVOLVED IN OPERATING A PROGRAM, (3) THE SCHOOL'S RESPONSIBILITY, (4) RESPONSIBILITIES OF THE EMPLOYER, (5) SECURING AND MAINTAINING GOOD PUBLIC RELATIONS, AND (6) CLUB ACTIVITIES. THE APPENDIX INCLUDES SAMPLE FORMS, A SAMPLE OUTLINE OF GENERAL RELATED STUDY, THE CONSTITUTION OF THE COOPERATIVE EDUCATION CLUBS OF FLORIDA, THE CONSTITUTION AND BYLAWS OF THE COOPERATIVE EDUCATION ASSOCIATION OF FLORIDA, AND JOB CLASSIFICATION CODES FOR COOPERATIVE EDUCATION PROGRAMS. (PS)

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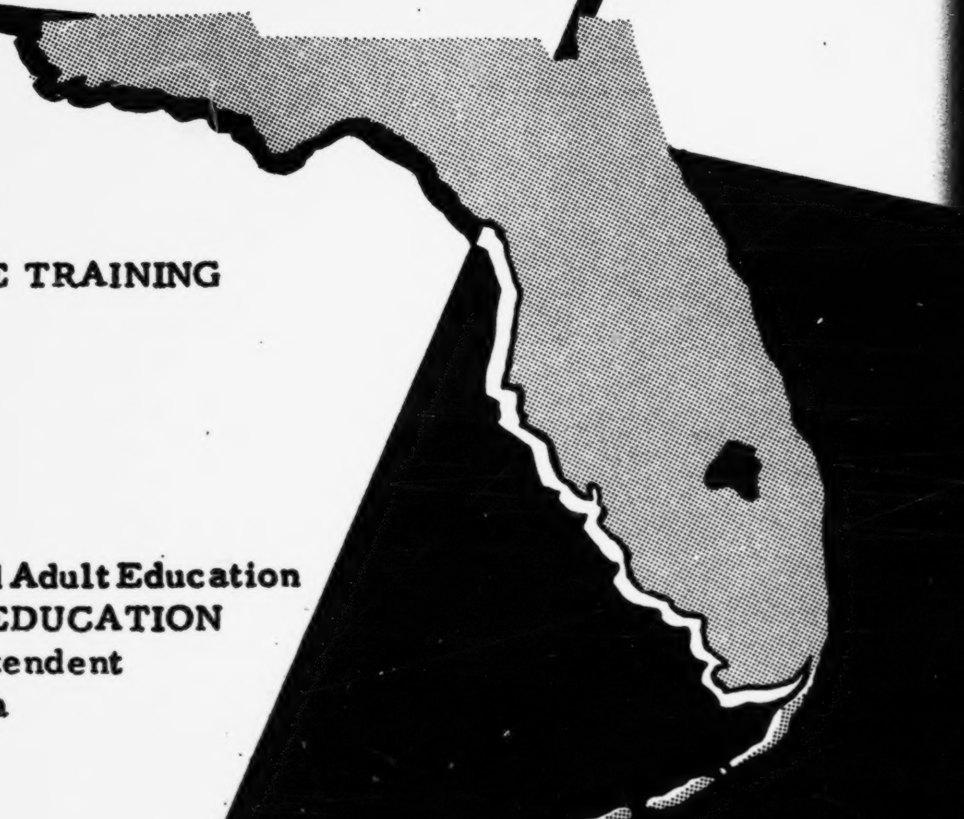

HANDBOOK FOR

DIVERSIFIED COOPERATIVE TRAINING

VT000073

Division of Vocational, Technical, and Adult Education
THE STATE DEPARTMENT OF EDUCATION
Thomas D. Bailey, Superintendent
Tallahassee, Florida

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION

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HANDBOOK FOR
DIVERSIFIED COOPERATIVE TRAINING

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PREFACE

This handbook has been prepared to assist coordinators and administrators in establishing and operating successful Diversified Cooperative Training programs in Florida's high schools. Many young people need and profit from properly supervised employment. Learning how to work on the job seems to be as necessary today as the learning achieved in the classroom. The abilities to get along with people, to take direction, to assume responsibility as well as the recognition of the importance of neat appearance, need to be developed. In addition legible handwriting, accuracy in the use of numbers, and personal pride in the quality and quantity of the work accomplished, are probably best developed under carefully supervised work-experience programs.

The cooperative job makes school work more significant. Many students remain in school, encouraged by the importance of obtaining knowledge that will aid them in their job. The competency gained in an occupation aids them tremendously in their adjustment to the world of work and adulthood.

Thanks are extended for the various sources of material that aided in compiling the information contained within this handbook. Special thanks go to the New York State Department of Education, California State Department of Education, and the Florida State Department of Education for material lending to the ideas expressed within these pages.

Additional thanks are extended to the committee of DCT coordinators selected to review and offer suggestions for the completion of this handbook. Their valuable contributions were sincerely appreciated.

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Additional thanks also go to Bill Blois for editing this manuscript and putting it into readable form.

It is sincerely hoped that this handbook will aid the coordinator and administrator in their job of preparing boys and girls for the world of work through training in the DCT program.

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INTRODUCTION

Student and community needs have necessitated the establishment of the three types of cooperative vocational education programs presently operating within the framework of the Distributive, Cooperative, and Business Education Section, Division of Vocational, Technical, and Adult Education, of the Florida State Department of Education. These are Diversified Cooperative Training, Distributive Education, and Cooperative Business Education.

This handbook is written to aid the school administrator and coordinator in establishing and operating a Diversified Cooperative Training program. Information concerning the other two types of cooperative programs may be found in State Department of Education Bulletins 73H-3, "A Guide: Cooperative Business Education in Florida High Schools" and "Handbook for Cooperative Distributive Education."

The Diversified Cooperative Training program (DCT) may be described as a flexible plan for training high school juniors and seniors, sixteen years of age or older, in occupations of their choice. The student may be enrolled for one year or two years. DCT is an integral part of the high school curriculum, utilizing the business and industrial establishments of the community as training agencies.

The program is based on the philosophy that all boys and girls should have the opportunity to discover and develop to the fullest their interests, latent aptitudes, and abilities, thereby enabling them to become more valuable citizens with a satisfying feeling of confidence and vocational competency.

The origin of DCT was rooted in a specific need - - that of providing some effective form of job training for certain high school students. Some form of vocational training was needed in the regular high school program since the majority of young people did not receive further formal education after graduation.

The DCT programs are unusual because the school utilizes the training resources of the community at no cost to the school system. At the same time, employers utilize the school's facilities for training employees at no extra cost to themselves. This is a practical approach to broadening the training opportunities for youth since the school plant as such cannot provide equipment for real experience in all the vocations. Thus, the community is directly concerned with the training of its employable youth.

The "DCT Coordinator" is the teacher in the local high school who is responsible, to the principal for the satisfactory coordination and operation of the entire program in that high school. His coordinating activities include related instruction, placement of students, supervision of training, and the promotion of cooperation by the school, the parents, the community, and the employers for the benefit of the boys and girls in the DCT program.

A DCT student's school day is usually divided into four hours of study in the morning in the high school and at least three hours of training during the afternoon in a socially acceptable vocation.

During the morning, the DCT student devotes two class periods to related study classes and two periods to other subjects. One of the related study class periods is devoted to General Related Study which is designed to aid in the student's personal and social development. The other period is devoted to

Specific Related Study designed to provide the student with a knowledge of the materials, techniques, and procedures of his vocation.

The DCT program operates within the Florida State Plan for the Extension and Improvement of Vocational Education, Bulletin 70A-2. A State Plan for Vocational Education is an agreement between the representatives of two cooperating agencies engaged in the promotion and conduct of vocational education, namely, the Federal Government and the State, represented respectively by the U. S. Office of Education and the State Board for Vocational Education. The Plan shows the complete scheme for administration of the Act in the State, covering such subjects as acceptance of the Act, with details as to the State Board plans for administration of the Act and for supervision of schools established under it; and description in full of each kind of vocational education which the State is conducting or expects to conduct.

Information valuable to the coordinator may be obtained from the "Proposed Accreditation Standards for Florida Schools 1962-1963," published by the State Department of Education, concerning the establishment and operation of cooperative programs. Section 594.04, Cooperative Education, page 218, refers to the enactment and statement of goals of cooperative education. Section 595.442, Cooperative Education Materials, page 269, refers to budget provisions, study materials and occupational library. Section 596.803, Cooperative Education Facilities, page 281, refers to furniture, conference areas, and storage.

The following are statements which have direct bearing on the operation of DCT programs. DCT classes may be organized for young workers in a variety of occupations on the following basis:

1. The minimum age for entrance shall be 16 years.
2. To be eligible for enrollment, students must have completed sufficient units of regular subjects, making it possible to complete all required work for graduation in two years.
3. The minimum period of enrollment in the DCT program shall be for one full school year.
4. Senior students shall not be placed in positions offering less than 900 hours of training (540 work hours, 360 related study hours) in order for the person to be employable in the occupation at the level for which the student-learner is striving. Juniors should be placed in positions having a planned program extending over 1800 hours.
5. Student-learners must spend two class periods per day in related instruction (unless released by Area Supervisor). This instruction is under the direct supervision of the DCT Coordinator and is known as General Related Study and Specific Related Study.
6. Student-learners spend the afternoons on their training jobs. During the course of the school year each student-learner should spend a minimum of 540 hours on the job. This will average 15 hours per week. Summer vacation time and school holidays should not be counted when reporting time spent on the training job.
7. Student-learners must be regularly employed for a monetary wage at a rate comparable to wages paid to other employees for similar work. The terms arranged at the time of placement should be stated in an agreement which should cover the rate of pay and type of work in which the student-learner will receive experience. Employers must conform to all requirements of the State Child Labor Law, State Apprenticeship regulations, and the Federal Wage and Hour Law.
8. Satisfactory evidence must be furnished to show that the student is dependable, honest, willing to work, and interested in this type of training because of the opportunities it offers to learn and advance in a chosen occupation.
9. The student must be physically fit and mentally able to advance in the occupation selected.
10. Parent or guardian must indicate his interest and support.
11. Suitable rooms located either in a high school or vocational building may be used if properly equipped. The equipment must include not only proper chairs and tables, blackboards, typewriters, supplementary teaching materials such as technical and related library books and magazines, but files, materials for keeping records of students, and orderly preserving of related study materials for use of students. A telephone for use in maintaining contact with employers is a real necessity.
12. Adequate provision must be made yearly in the school budget to purchase additional study materials, books, magazines, and the maintenance of such materials and housing facilities. The allowance shall be a minimum of $10.00 per student for the first fiscal year and $5.00 per student each year thereafter.

13. All subjects included in related study classes shall be related to the employment and civic needs of DCT students. The knowledge, attitudes, and skills needed for vocational and civic intelligence in the occupations in which the students are employed must determine both the content of the individual subjects and also the sequence of subjects.

14. Provision must be made for employment in a sequence of positions during the cooperative training period and also for the direct instruction related to the needs of workers in each of these positions.

15. In order for the purposes of these classes to be met fully, proper correlation between the school, home and shop, store or office in which the student-learner is employed, is necessary; therefore, cities maintaining this type of training shall provide coordination service by employing a teacher-coordinator.

16. The DCT coordinator's schedule shall provide for the necessary time during the school day and during the working hours of the student-learner for the coordinator to make the necessary visits to the place of employment for the purpose of correlating the work in the school and that of the job. The regulations of the State Board of Education of the State of Florida states that the coordinator will teach one-half of the day and the remainder will be used for coordinating. (State Board Regulation 658.2)

17. DCT coordinators shall be employed for not less than 11 months per year and may be employed on a 12-month basis with a planned program of placement and follow-up of graduate students, recruitment of students and suitable training agencies for the following year, and other phases of coordination.

18. DCT coordinators must:

    a. Assist students to secure employment desired
    b. Assist employers to select students for employment
    c. Prepare or obtain analyses of the various occupations in which students are employed
    d. Teach the related study courses for students
    e. Deal with employment problems
    f. Arrange for definite training along specific occupational lines for each student enrolled
    g. Visit students while at work to check on their progress and on the training given
    h. Hold individual conferences with students for the purpose of helping make adjustments to employment conditions
    i. Consult parents about progress and problems of students
    j. Arrange school schedules to meet the needs of individual students
    k. Keep up-to-date records about students and their progress in school and on the job
    l. Maintain placement and follow-up records of changes and earnings for at least 3 years after graduation.

19. A DCT coordinator must meet all certification requirements, including the necessary number of years of work-experience, in accordance with State Department of Education regulations. (Florida Teacher Certification Requirements, Chapter 16.)

HISTORY OF DIVERSIFIED COOPERATIVE TRAINING

Florida has made a valuable contribution to the education system of the Nation in its plan and development of Cooperative Vocational Education. The year 1933 is recognized as the official beginning of Diversified Cooperative Training in Florida according to Mrs. Anne H. Franz, then coordinator at Robert E. Lee High School, Jacksonville, Florida. Mrs. Franz served as coordinator in that school from 1933-37, at which time she assumed the position of County Coordinator of Duval County. Historical record of the events leading to the formation of the Diversified Cooperative Training program in Florida are quite hazy, however, in July, 1933 a conference was held at Biloxi or Gulfport, Mississippi (records are contradictory), to discuss vocational education in the southern states. The meeting was arranged by Dr. C. E. Rakestraw of the United States Office of Education. The principal topic of discussion was the possibility of area trade schools, since the South was not highly industrialized and trade schools on a local basis were financially out of the question. It was decided to launch this movement by building an area trade school on the Gulf Coast of Mississippi, which would serve the areas of Biloxi, Gulfport, and Pass Christian, as the first experiment. The plan failed for the lack of money as funds could not be secured in this period of economic depression.

The actual origin of the idea of Diversified Cooperative Training is contradictory. Some say the idea originated from the Rakestraw meeting in Mississippi, and others say the idea originated on the return trip from Mississippi to Jacksonville, Florida.

Regardless of the actual place of conception of the idea of DCT, Florida instituted the program in Jacksonville and the idea has spread to almost every state in the Union. It now has many different titles such as: DO (Diversified Occupations); DCT (Diversified Cooperative Training); DE (Distributive Education); CVE (Cooperative Vocational Education); and CBE (Cooperative Business Education). Regardless of the title, it still is a basic cooperative plan between the school and community to train high school boys and girls on the job.

The first official DCT program was formed in Jacksonville with Mr. C. E. Comstock as its first coordinator. Mr. Comstock was State Supervisor of Trade and Industrial Education in Alabama at that time. Mr. Comstock with the aid of three high school principals, (Lee, Landon, and Jackson), selected a group of students to participate. The first enrollment was made up of 26 boys and girls who were placed in employment by Mr. Comstock. Mr. Comstock had an office downtown in Jacksonville on Ocean Street, and each Saturday the students reported to secure related study assignments and to turn in completed ones. Only through training agency visits and the Saturday conferences did the coordinator have contacts with the students. Later developments and increased student enrollment brought about increased contact between the coordinator and his students. The principal of Robert E. Lee High School in Jacksonville assumed the responsibility of securing approval from the Southern Association of Secondary Schools for regular high school credit toward graduation for the four hours work training on the job. This was not an easy matter and was a hard fought battle.

By 1936, much attention was directed toward Florida and her developing DCT program. This brought about a study of the program by the U. S. Department of Labor and as a result pay or a wage was demanded. Up until this time the students received no pay as their training on the job was merely an extension of the school program. This meant re-selling the program to the employers, and many good agencies were lost since the cost of supervision and training of the student did not warrant wages in the eyes of the employer. Those agencies who continued with the program paid less than twenty-five cents per hour beginning wages but this was during the depression years.

In 1938, the University of Florida established a Trade and Industrial Education summer school at Seabreeze High School, Daytona Beach, Florida. The school was supported by teacher training funds from all the southeastern states as far North as Virginia and Maryland. Many fine coordinators were trained in this school while it was in existence. Mr. Rakestraw from the U. S. Office of Education assisted in establishing this school and it continued in existence through 1944.

In 1938, Walter E. Keyes was brought into the State as Teacher Trainer and did a great deal toward upgrading the Florida DCT programs and establishing new ones. He is credited as being the first State Coordinator. Following Mr. Keyes leaving the program Mrs. Franz was loaned to the State Department from Duval County to visit each program and rate the coordinator and the program throughout the State.

In the school year 1939-40, student clubs and a State Federation were organized and the first state convention was held at Silver Springs in Ocala, Florida.

In 1941, Student Exemption Certificates were instituted by the U. S. Office of Education and the Department of Labor allowing students to make sub-minimum wages of seventy-five per cent of regular wages.

In 1943, the first Florida DCT Journal was published and it has been continuously published each year since.

During the early forties, state conventions were the sites of many contests that resulted in the awarding of prizes of cash and war bonds. The annual report for the year 1944-45 announced the awarding of prizes of ten dollars each for members of the winning parliamentary procedure team; twenty-five dollars for winner of spelling contest; fifty-dollar war bond for winner of extemporaneous speaking; twenty-five dollar war bond for public speaking; and twenty-five dollars for essay winner. Individual student achievement winners for the year were awarded a four-year college scholarship of $1,000 for first place, down through thirteenth place with each place receiving a nice prize. The coordinators also received awards for individual achievement, varying from first place of a fifty dollar war bond through fourth place of a twenty-five dollar war bond. Donations amounted to approximately $5,000 in scholarships, war bonds, and cash for the state convention that year.

Following Mr. Keyes as first State Coordinator, other State Coordinators have been: Mrs. Maude Woods, Miss Alyce Bush, and Dr. Andrew C. Preston. Mr. C. W. Echols became the first State Supervisor of Distributive and Cooperative Education when Distributive and Cooperative Education became a separate section of the Division of Vocational and Adult Education in 1955. The present State Supervisor of Distributive, Cooperative, and Business Education is Mr. Rex Toothman who assumed the responsibility of directing the section on April 1, 1960.

Records indicate a growth from the three initial programs in 1933 to 21 programs in 1943, to 72 programs in 1953. A 1963 total of 186 Cooperative Education programs includes 31 DE programs, 4 combination DE-DCT programs, 25 CBE programs and 1 hospitality education program indicating tremendous growth during the past decade.

Today, we can no longer look at Cooperative Vocational Education as being new. Its development over the past thirty years in Florida has been nothing short of fantastic. It has developed and passed on to the other states a type of educational offering that fills a need which other types of curriculum offerings can not fulfill. The strength of the program has been built on the efforts and achievements of those in the DCT program in the past. The future of DCT depends upon each coordinator and student who takes part in the program putting forth untiring effort to make the most of the opportunity offered.

FACTORS TO BE CONSIDERED IN ESTABLISHING A DIVERSIFIED COOPERATIVE TRAINING PROGRAM

Many factors must be considered by a school before undertaking the establishment of a Diversified Cooperative Training program. Of primary importance is the consideration of the existing philosophy of the school to determine whether or not a DCT program would fit within the framework of this philosophy. Consideration of occupational training currently available in the school curriculum should be made in order to determine how these offerings are meeting the needs of the youth. Attitudes toward such a program on the part of students, administrative personnel, and faculty should be determined. Analyzing the drop-out situation in the school will aid in determining the value of a DCT program. Many of the drop-outs may be students who were not satisfied with what was offered in school and would take advantage of a DCT program.

An analysis of these considerations will aid in determining whether or not a program of this type is needed in a community. After the need is identified, information should be gathered concerning the attitudes of the employers of the community toward the establishment of such a program. In addition, information should be obtained concerning the extent of employment possibilities of students entering the program.

Before the final decision is made to establish a DCT program the school must also consider the finances needed for the operation of a successful program.

Need For and Interest in DCT Programs

The needs of the students to be served are among the first factors to be considered by those contemplating the establishment of a DCT program. The interest in and attitudes toward work experience education on the part of potential DCT students must be considered. Also of importance is the attitude of the community and the attitudes held by the potential employers. In addition, the attitudes of school personnel are a prime consideration.

Methods of Determining Student Interest and Needs

By gathering data on the number of students already working part-time and the nature of these jobs, much valuable information may be obtained concerning the needs and interests of potential DCT students. These students could also be questioned as to their interest in a program such as DCT and how such a program might benefit them.

Specific answers to the following questions are needed:

1. What occupational goals do the students have?
2. Are students satisfied with what the school curriculum has to offer them?
3. Do students foresee problems that may cause them to drop out of school before graduation? If so, what kind of problems do they have?
4. How many students already work part-time?
5. Which students have problems adjusting to the school curriculum and routine?
6. Which students are not working up to their indicated potential?

There are many ways to obtain this information. The survey technique may be used and information from counselors and guidance personnel may be obtained. Homeroom and subject matter teachers may point out individual students who could profit by this type of program. Assembly programs followed by the handing out of questionnaires requesting student interests and needs may be used as a contact procedure. (See form, appendix). Of course the same procedure can be used at the homeroom or subject matter level.

Methods of Determining Community Attitudes, Facilities, and Needs

Information concerning community attitudes must be obtained and information concerning the availability of employment must also be obtained. Community attitude may be determined by indications of interest of the Parent Teachers Association, civic clubs, and businessmen. The questionnaire could be used following a talk or presentation concerning Diversified Cooperative Training.

Community facilities for DCT employment possibilities may be determined by the use of questionnaires (see form, appendix) mailed to businessmen believed to be possible participants in the program. Individual interviews may also be made and the interview can be used as a follow-up to the mailed questionnaire response. The combination of the questionnaire and the interview might be used to best advantage.

Following are some questions concerning community attitudes, facilities, and needs that must be answered:

1. Is there an adequate number of potential training agencies in the community?
2. How many students could be employed immediately and for how many would there be a continuing and increasing possibility?
3. Are employers interested in having the school establish a DCT program?
4. Would employers cooperate if such a program were established?
5. In addition to training possibilities in established businesses, what other training possibilities exist in the community?

Attitudes of the School Personnel

School administrators considering the establishment of a DCT program should discuss the proposed program with all administrative and instructional personnel in an effort to discover their attitudes. This may be done on an individual basis or in groups. At this time, a thorough explanation of the proposed program should be given to avoid possible misunderstanding.

It is most important that the school faculty and personnel should support such a program for it to achieve success. Understanding will lead to strength and to the possibility of the program's serving the students who need this type of offerings.

Financial Aspects of DCT Programs

As a school plans the establishment of a DCT program, it should consider all of the financial aspects of the operation. The school should recognize that there are costs involved in the operation that are somewhat different from the costs of operating the regular classroom offerings.

The major expense item in the operation of DCT programs is the salary of the teacher-coordinator. Included in this salary item is the time spent with the student and his employer on the job, as well as the time spent in instruction in school.

The other items of expense involved in the operation of DCT programs include the cost of related study materials, office supplies, and mileage for coordinating visits. Mileage allowances will vary but will naturally be greater in communities in which training agencies are scattered over a greater geographical area. The number of coordinating visits may vary from program to program also; but in any case budget items for the expenses are not large.

These items of expense involved in the operation of DCT programs are defrayed by the Minimum Foundation special vocational unit granted by the State Department of Education. A more extensive discussion of the special vocational unit will be found in another section of this handbook.

STEPS TO BE TAKEN IN ESTABLISHING A PROGRAM

There is need for considerable advance planning in order for the operation of a DCT program to be successful. After a school determines that a program is needed and desired, there are a number of steps to be taken. Application must be made to the State Department of Education for a Minimum Foundation vocational unit to operate the program and a teacher-coordinator must be secured. Decisions must be made regarding related class planning, school credit, classroom and office facilities, scheduling and programming, and methods of selecting students. An advisory committee, consisting of faculty members and lay citizens should be organized to plan and implement much of the necessary procedure for program formation and operation.

Securing a Vocational Unit for Operation

A member of the State Department of Education staff upon invitation will visit the local school and complete a survey (see form, appendix) compiling information concerning the school and community. With the signatures of the principal and the director of vocational education for the county and/or the county superintendent, certain basic matters are agreed upon. This verification indicates to the State Department of Education a sound basis for program formation.

Following evidence of positive local interest by students, school officials, and business persons in the community, the county school board, through its superintendent, should apply to the State Department of Education for a vocational unit. The county superintendent will supply information pertinent in justifying the expenditure of state funds necessary to implement this type of training. The State Supervisor of Distributive, Cooperative, and Business Education, State

Department of Education, will verify evidence submitted in support of the request.

In the event of approval, allocation of State Minimum Foundation funds for .6 of a vocational instructional unit will be granted. In addition to the ADA earned by the DCT class membership, the .6 of a vocational unit aids the county financially in the payment of coordinator's salary, local and out-of-county travel, and instructional materials.

Determining Personnel Needs

Any school planning the operation of a program must make adequate provisions for personnel to operate the program. The major concern for program operation is the teacher-coordinator. The individual employed in this capacity is usually designated simply as a "coordinator." The coordinator should be given recognition as a member of the faculty and also as an aid to supervisory and/or guidance staffs.

Qualifications of a Coordinator

The success of the DCT program will depend largely on the ability of the coordinator. An individual who is to succeed as a coordinator must possess a combination of skills, training, and experiences. The coordinator must have the educational background, experience, and teacher certification to conduct the related study classes. The coordinator must have an occupational background sufficiently broad to give him an adequate understanding of the areas of employment in which his students will be employed. He must also have the personality traits required of an individual who must meet successfully, in the course of a day's work, large numbers of individuals. These contacts include employers in many types of establishments, students of varying skills and personalities, and fellow workers within the school system in which he is employed. He must possess good judgment because of the operation of the program contains many aspects that cannot be reduced to a set of clear-cut rules.

The following questions should be answered by a school considering employing and individual as a coordinator:

1. Does he satisfy the certification requirements?
2. How much and what kind of occupational experience does the individual have?
3. What is his educational background?
4. What teaching experience has he had?
5. What affiliations and community contacts does he have?
6. Into what community activities does his avocational interest take him?
7. Does he appear to have the personality traits necessary to get along with many types of individuals and to meet unexpected problems?
8. What is his philosophy of vocational education?

Work Load of a Coordinator

The number of students to be assigned to a coordinator is often difficult to determine. However, to assure adequate staff time for the operation of DCT programs it is generally believed that assignment of coordinators should not exceed 30 students, with an optimum of 25. It is recognized that local conditions and demands may necessitate adjustments in the student load. The minimum average daily attendance that must be maintained to receive State reimbursement for program operation is 13.5.

Many factors must be taken into consideration in determing the coordinator's work load. Included among these are the following:

1. What is the distance traveled by the coordiantor between school and student's training agencies?
2. How many different employers must the coordinator visit?
3. What is the extent of the related instruction class load?
4. Is the amount of secretarial assistance available sufficient to handle the needs of the program?
5. What is the extent of other school responsibilities?

A typical schedule that a coordinator might follow during the day, depending on scheduling possibilities, is as follows:

Period	Course
1	General Related Study
2	Specific Related Study
3	Specific Related Study
4	Specific Related Study
Lunch	
5	Coordination (job and home visitations, office work, etc.)
6	Coordination (job and home visitations, office work, etc.)

Clerical Assistance and Office Accommodations

Adequate clerical assistance should be provided in any school operating a DCT program. This is particularly true because of the recordkeeping involved in a program of this type and the need for answering the phone while the coordinator is teaching a related study class. Successful functioning of the DCT program depends a great deal on efficient clerical procedures. One suggestion is that the coordinator be provided with the services of a business education student to aid him in clerical duties and answering the phone. The student should have had course work in typing, filing, shorthand, and business English. The student may receive office practice credit for working for the coordinator.

The program should be provided with sufficient office space within the school to house supervisory and clerical staff. Arrangements should be such that the coordinator will have privacy for individual conferences. There should be adequate space for files and records, both open files for student use and general information and locked personal files for the coordinator's use. Because of the extensive use the coordinator will make of a telephone, it is recommended that the DCT office have a direct line telephone.

Type of Related Instruction to be Provided

Each student enrolled in the DCT program should be enrolled in a class one period per day emphasising occupational relations and work orientation. This class is generally referred to as the "General Related Study" class. In the case of a second-year student, this class should be waived in order for the student to enroll in a more beneficial class unless a planned second-year course in general related study is offered which is different from the first year (State Department Memo. No. 4, August 25, 1960). This General Related Study class should emphasize information concerning the meaning of work and discuss problems of a general nature related to employment.

In addition, the student should also be enrolled in a second class emphasizing study contributing to success in his specific job. This class is generally referred to as the "Specific Related Study" class. This class may also be waived in order to enroll a student in another class believed to be more beneficial to the student in his specific job. (State Department Memo. No. 6, August 21, 1961). Permission must be obtained from the Area Supervisor to assign a student to another class in this situation. (Example: Student training as a laboratory technician could be scheduled for chemistry class).

Scheduling of the Related Classes and Working Hours

The scheduling of classes can be done in many ways, depending on the schedule of the students, the organization of the school schedule, and the needs of the employers.

The basic approach to the problem of scheduling is as follows: Students will attend school in the morning for four periods and work in the afternoon for three or four hours. The school time will involve regular subjects plus the related study class or classes. The work time will normally involve three or four hours each afternoon with a minimum of fifteen hours per week.

A typical schedule for the student would be as follows but may vary from school to school, depending on scheduling problems, graduation requirements, and whether.

he entered the program as a junior or senior:

Period	Course
1	General Related Study
2	American History
3	English 3
4	Specific Related Study

Lunch
Afternoon - on-the-job training for three or four hours

Senior Year

Period	Course
1	General Related Study (could be released for other subject)
2	English
3	Elective
4	Specific Related Study

Lunch
Afternoon - on-the-job training for three or four hours

The coordinator is designated to approve hours of work for students under his supervision. Recommendations are that the combined hours spent in school and on the job should not exceed eight hours per day. Since most students are in school for four hours each day, this means they will work four hours per day on the job. Assuming that in certain jobs the student might work eight hours on Saturday, this would set a recommended maximum of twenty-eight hours of job training per week.

The coordinator must accept responsibility for establishing the student's working hours, based upon his physical stamina and academic performance. He must also keep in mind that the program is a training program and that the coordinator is responsible for seeing that exploitation by employers does not occur.

In situations where a school has a double or triple program set-up, all students who are working in distributive type occupations should be scheduled in a

Distributive Education program, and all students working in office occupations who qualify should be enrolled in Cooperative Business Education. The Diversified Cooperative Training program should enroll all other cooperative students who are not enrolled in the specialized programs. (State Department Memo, February 1, 1961.)

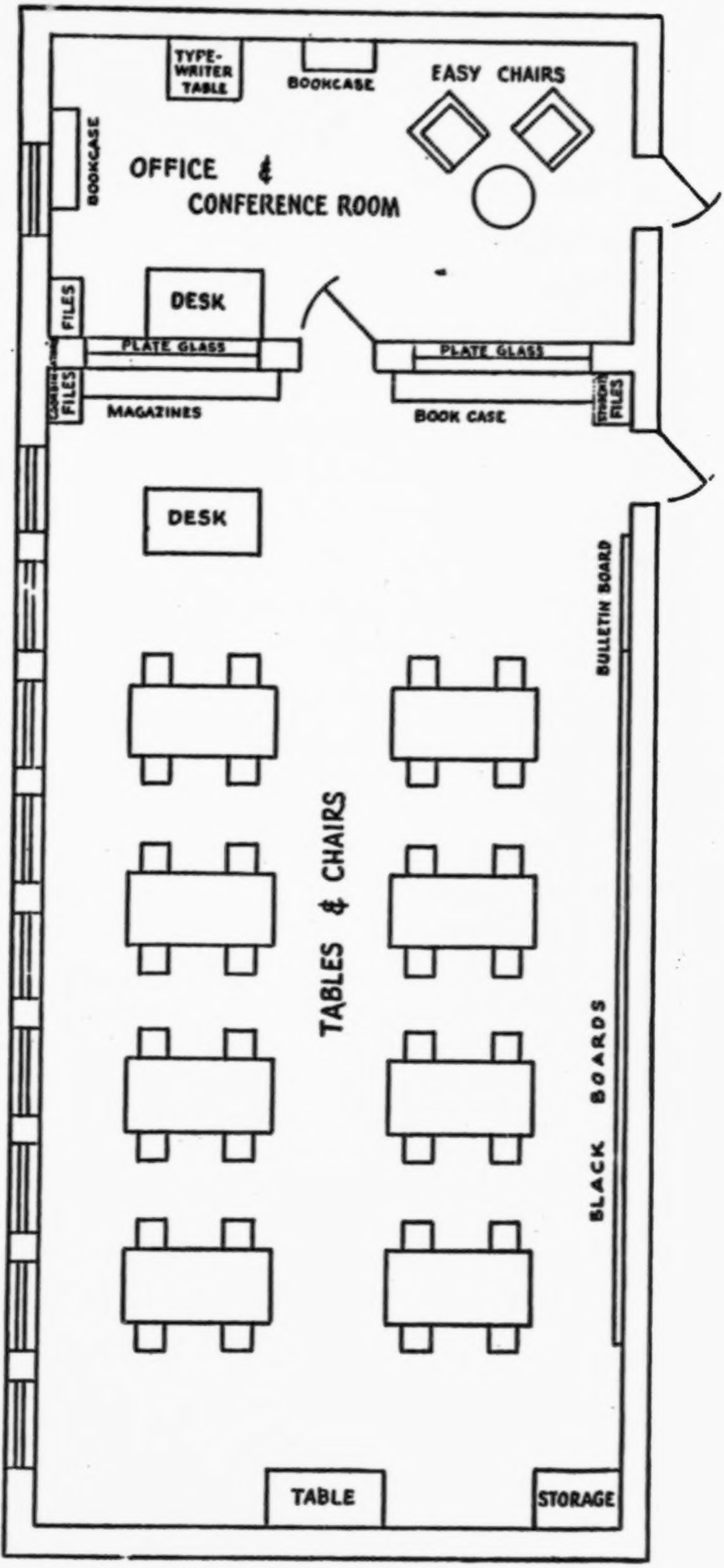
Classroom Arrangements

A classroom somewhat larger than the regular size should be provided for the DCT program. It is recommended that 40 square feet per student be provided. This would offer ample space for the diverse activities of students during the course of a day. (See sketch.) It would aid matters greatly if the classroom could be located adjacent to the office facilities of the coordinator. Students could secure the use of pamphlets and occupational information kept in the coordinator's office,and the coordinator's office would also be easily available for private conferences. In addition the proximity of the telephone would be an asset.

The class room should be equipped with tables rather than the usual desks. The classroom should have:

1. Private library facilities for related materials.
2. Large bulletin boards
3. Blackout curtains
4. Typewriters with tables
5. Chalkboards
6. Clock
7. Lectern
8. Full-length mirror
9. Storage space for students' books and clothing
10. Magazine rack
11. Adding machine
12. Other business machines if needed
13. Sufficient lock-type file cabinets for students' confidential records.

RELATED STUDY CLASSROOM


TYPE-WRITER TABLE
BOOKCASE
EASY CHAIRS
BOOKCASE
OFFICE & CONFERENCE ROOM
FILES
DESK
PLATE GLASS
PLATE GLASS
FILES
MAGAZINES
BOOK CASE
FILES
DESK
BULLETIN BOARD
TABLES & CHAIRS
BLACK BOARDS
TABLE
STORAGE

It is suggested that the DCT room not be used for other classes if the school has adequate classroom space, because of the records, related materials, and equipment contained in the room.

Granting of School Credit for DCT

When a DCT program becomes a part of a school's regular curriculum, the granting of school credit must be determined on the same basis as other courses in the curriculum. The determination must include credit for the related periods as well as for the actual work time.

One credit is awarded for the successful completion of each of the related classes and one credit is awarded for a successful work experience consisting of no-less than an average of fifteen hours of work per week totaling 540 hours per year. No more than three DCT credits are earned in a given year by a student enrolled in the DCT program.

The Advisory Committee

The advisory committee provides the coordinator with a strong aid in establishing communications between his program and the school and community.

The committee should consist of representatives of the school's staff and lay people of the community. The school members of the committee can assist in communication between the program and the school. Particularly in such matters as informing the school of the program, publicity, recommendation of students to the program, program evaluation, and guidance in problems involving wages and hours of work, these persons can be helpful.

The effectiveness and activeness of the advisory committee will depend on the efforts of the coordinator. He must be aware of the support such a committee can give his program, be receptive to its suggestions, and plan his work so the committee can help him solve his problems. (A good reference for use in formation and functioning of advisory committees is Vocational Advisory Committees, published by the American Vocational Association, 1010 Vermont Avenue, N. W., Washington 5, D. C.

LEGAL RESPONSIBILITIES INVOLVED IN PROGRAM OPERATION

DCT programs must be operated in conformity with Federal, State, and local laws and regulations. Both the letter and the spirit of existing laws and regulations must be followed. Coordinators conducting programs should be familiar with all laws and regulations that pertain to the employment of minors. Coordinators should know the sources of information on all legal matters and should maintain a complete file of publications which include these laws and their interpretations. The coordinator should assume the responsibility for passing on information to the employers. In this way he can be sure employers have the information needed for an understanding of their legal obligations toward their student-employees.

The following paragraphs are summaries of the pertinent laws, but the coordinator is reminded that they are summaries only. If the specific case in question is not covered by the material in the summaries, and the coordinator does not have the information in his file, copies of the complete law may be obtained from the agencies concerned.

Florida's Workmen's Compensation Act

DCT student-learners are considered employees of the training agency and will be counted as such under the Florida Workmen's Compensation Act, provided:

1. The employer has three or more employees.
2. The employment is not excluded employment
3. The employee has elected to accept the provision of the law.

Florida Unemployment Compensation Act

The primary occupation of a student-learner is that of securing an education, when that student is regularly enrolled in school; therefore, he is not entitled to unemployment compensation. (Florida Unemployment Compensation Act, January 1, 1962, page 8.)

Florida State Child Labor Law

No minor between the ages of 16 and 18 years shall be employed to work in any gainful occupation except in domestic service in private homes, farm work, or in the occupations specified as "street trades" unless the employer of the minor procures and keeps on file at the place of employment an age certificate. The county superintendent, or person authorized by him, shall upon receipt of application and birth certificate, issue age certificates for employment purposes upon a state form. These forms are different in color and form from employment certificates and shall be issued to children 16 years of age or over.

No minor between the ages of 16 and 18 years of age shall be employed to work before 5:00 a.m. or after 10:00 p.m. unless the Florida Industrial Commission extends the hours of employment after an investigation of the occupation proves it is not detrimental to his health and welfare. The presence of any minor in any place of employment during working hours will be prima facie evidence of his employment therein. Minors between 14 and 18 years of age may be employed in a concert or theatrical performance up to 11:00 p. m. without the approval of the Florida Industrial Commission.

No minor under 18 years of age, whether he is married or not, shall be employed to work in any place of employment or at any occupation hazardous or injurious to his life, health, safety, or welfare. The safety of such place of employment or occupations may be determined by the Florida Industrial Commission after a public hearing.

Minors 18 years of age or over may be employed in bona fide food service establishments in which alcoholic beverages are sold; provided however, that the persons do not participate in the sale, preparation or service of the beverages and that their duties are of such nature as to provide them with training and knowledge as might lead to further advancement in food service establishments. Employment shall not be effected of bellboys, elevator boys and others under the age of 21 years in hotels where such employees are engaged in work apart from the portion of the hotel property where alcoholic beverages are offered for sale for consumption on the premises.

Florida Apprenticeship Law

Inasmuch as many occupations included in the Diversified Cooperative Training program could lead into the apprentice training program, it is advisable for the coordinator to be familiar with the Florida Apprenticeship Law as explained here:

The purpose of the voluntary apprenticeship program is to make available to the young people of Florida an opportunity to obtain training that will equip them for profitable employment and citizenship, by providing facilities for their training and guidance in the arts and crafts of industry and trade.

An apprentice is an employed person 16 years of age or over who has entered into a written agreement with an employer providing for not less than four thousand (4,000) hours of reasonably continuous employment in a recognized skilled trade under the supervision of craftsmen. This work experience is to be supplemented by properly coordinated studies of related technical and supplementary subjects.

An apprenticeship council was created to act as a policy-making agency which establishes standards and policies regarding apprentice programs and agreements. This council may issue such rules and regulations as may be necessary to carry out such standards and policies pertaining only to the formal procedure of this chapter.

Within the Florida Industrial Commission, a Department of Apprenticeship was created under a director appointed by the Florida Industrial Commission. The director is authorized to administer the provisions of this chapter in cooperation with local joining apprenticeship committees; to set up conditions and training standards for apprentice agreements; to register any apprenticeship programs and agreements which meet the standards established by the council; to terminate or cancel any apprentice agreement in accordance with the provisions of such agreement; to keep a record of apprentice agreements and their disposition; to issue certificates of completion of apprenticeship in accordance with the council's standards; and to perform such other duties as the commission may direct.

Local problems, such as working conditions of apprentices, schedule of operations, and adjusting apprenticeship disputes are the responsibility of the Local Apprenticeship Committee which is composed of an equal number of employer and employee representatives in the local trades.

The Fair Labor Standards Act (Federal Wage - Hour Law)

A Federal Act was adopted by Congress in 1938 and amended by later Congresses, designed to eliminate labor conditions detrimental to the health, efficiency, and well-being of workers, and to eliminate unfair methods of competition based on these conditions. This Act applies to students enrolled under the DCT program when they are employed by businesses engaged in interstate or foreign commerce, or in the production of goods for such commerce. The regulations of this Act provide for a present minimum wage of $1.15 per hour, time and one half the regular rate of pay for overtime after 40 hours, and for a minimum age of 16 years for general employment. An exemption certificate may be obtained for a student-learner that will waive these requirements during the training period and this certificate is explained later in detail.

The DCT coordinator does not have the duty or right to determine whether a business comes under the provisions of this Act. In fact, the coordinator is warned against attempting to interpret the provisions of this Act because of the complex nature of the regulations. Such interpretation should be left to the employer or the personnel employed by the enforcement division of the United States Department of Labor.

It is suggested that the coordinator discuss the provisions and penalties of this law with the employer to the end that, if the employer desires it, the coordinator will contact the Wage-Hour Law Division, United States Department of Labor, and request a ruling as to whether the duties of the student-learner place him under the jurisdiction of this law. This does not mean that the coordinator assumes any responsibility in this connection except that of assisting in protecting the interests of the employer.

Wage-Hour Coverage

Coverage under the minimum wage and overtime provisions of the Fair-Labor Standards Act (Federal Wage-Hour Law) does not deal in a blanket way with industries as a whole. It is primarily an individual matter, depending upon the nature of the employment of the particular employee. The employer is required to meet the minimum wage and overtime requirements of the Act for each of his employees who is engaged in commerce or in the production of good for commerce, unless relieved of this obligation by some specific exemption in the Act. "COMMERCE" is defined by the Act to mean "trade, commerce, transportation, transmission, or communication among the several states or between any state and any place outside thereof." An employee is deemed engaged in the "PRODUCTION" of goods for commerce, as defined in the Act, if he is employed in "producing, manufacturing, mining, handling, transporting, or in any other manner working on such goods, or in any closely related process or occupation directly essential to the production" of such goods.

Coverage under the minimum wage and overtime provisions of the Act is not limited to employees working on an hourly wage. These provisions apply whatever the method of payment- hourly, weekly, piecework, monthly, or other basis. The general minimum wage requirement of the Act is that each covered and non-exempt employee must be paid the rate of not less than the minimum rate per hour.

Certification of Student-Learner at Subminimum Wage

A student-learner, as defined by the regulations, is a student who is receiving instruction in an accredited school, college, or university, and who is employed on a part-time basis, pursuant to a bona fide vocational training program.

Also, a "bona fide vocational training program" is one authorized and approved by a State Board of Vocational Education or other recognized body and provides for part-time employment training which may be scheduled for a part of the work-day or work-week. It is supplemented by, and integrated with, a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a part of the student-learner's course by an accredited school, college, or university.

Whenever the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, is necessary to permit the training of a student-learner, application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed simultaneously by the employer with the appropriate Regional Office located at Birmingham, Alabama.

Application must be made on the official form furnished by the Division and must be signed by the employer, the appropriate school official, and the student-learner. The application must contain all information required by such form, including among other things, a statement clearly outlining the vocational training program and showing, particularly:

1. The processes in which the student-learner is to be trained
2. The hourly wage rate or progressive wage schedule which the employer proposes to pay the student-learner
3. Data regarding the age of the student-learner
4. The period of employment training per week
5. The number of hours of school instruction per week
6. Certification by the appropriate school official that the student named therein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program.

If a special certificate is issued or denied, notice of such action shall be mailed to the employer and two (2) copies of the notice shall be mailed to the appropriate school official. If a special certificate is issued, the certificate itself will constitute notice of action. The school official shall retain one copy for the school files and shall present the other to the student-learner.

Certain conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at rates less than the minimum.

The most important of the conditions are:

1. Any training program under which a student-learner will be employed must be a bona fide vocational training program as defined
2. The student-learner must be at least 16 years old, or 18 years old if he is to be employed in an occupation classed as hazardous
3. The occupation for which the student-learner is training must require a sufficient degree of skill to necessitate a substantial training period
4. The training must not be for the purpose of acquiring manual dexterity or high production speed in repetitive operations.

Child Labor Provisions

There are certain occupations that are exempt from the Child Labor provisions of the Wage-Hour Law, but they are such that the DCT program is not concerned with them.

General employment of children 16 years of age or older is limited to those occupations that have not been classed as hazardous by order of the Secretary of Labor. The hazardous occupations, for which a minimum age of 18 has been established, are as follows:

1. Occupations in or about plants manufacturing explosives or articles containing explosive components
2. Occupations of motor-vehicle driver or helper
3. Coal-mine occupations
4. Logging occupations and occupations in the operation of any sawmill, lathe mill, shingle mill, or cooperage-stock mill
5. Occupations involving exposure to radioactive substances
6. Occupations involved in the operation of power-driven wood-working machines
7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
8. Occupations of operator or of helper on power-driven metal forming, punching and shearing machines
9. Occupations in connection with mining, other than coal
10. Occupations in or about slaughtering and meat packing establishments and rendering plants
11. Occupations involved in the operation of power-driven bakery machines.

The following statements of policy have been agreed upon by the United States Office of Education, the Federal Security Agency, and the Wage-Hour Division of the United States Department of Labor.

1. An application for a special student-learner certificate authorizing the payment of subminimum rates must be filed at the time the training program is arranged with the employer. Certification of the application by the appropriate school official will constitute a temporary certificate to cover the employer during the interval that lapses while the Wage and Hour Division is acting on the application. If the student starts his employment training during the summer vacation period prior to the school year, the application should cover this employment as well as the training to be received during the school year.

    a. The application must show that the job is a learning situation that may lead to employment in the community or in the industry.

    b. As evidence of the type of training the student is to receive, a copy of the agreement between the school, the employer, and the student should be filed with the application.

2. The employer must adhere to the maximum hours of employment training per week as authorized by the certificate. Any time worked beyond the specified period is a violation of the terms of the certificate.

3. If the student-learner in employment training is to work during a vacation period which will extend his training beyond the expiration date of the certificate under which he has been employed and for longer hours per week than those specified in the certificate, permission must be obtained from the Wage-Hour and Public Contracts Division in advance.

4. The rate paid student-learners must not be less than the rate authorized in the certificate.

5. The student must not be employed at subminimum rates beyond the expiration date specified in the certificate. The rate required after completing the period of training authorized must not be less than the minimum wage application under the Fair Labor Standards Act.

6. A copy of the certificate is sent to the school official in order that he may be advised of its terms. He should promptly confer with the employer and go over the terms of the certificate with him. The coordinator, in reviewing the training of the student, should check with him to see if he is being employed in accordance with the terms of the certificate.

7. If the school coordinator finds that the employment program is being conducted in violation of the terms of the certificate, he should immediately call the violation to the attention of the employer and ask for correction. Any questions about the provisions of the certificate or the application of the Fair Labor Standards Act to the student-learner should be cleared with the national office or the nearest regional office of the Wage and Hour and Public Contracts Divisions. If the employer makes the correction, the school official should notify the national office of the Wage and Hour and Public Contracts Divisions of the violations and the correction thereof. If the employer fails to make the correction, the school official should withdraw the student from the school program and notify the national office of the Wage and Hour and Public Contracts Division of the violations and the date and reasons for the withdrawal. The withdrawal of the student from the school program will furnish sufficient cause for cancelling the certificate as of the date of withdrawal. Any further action by the Wage and Hour and Public Contracts Divisions will be based on the nature and extent of the violations as determined by that agency. When violations are not corrected, they are extended to later periods of employment and to other trainees.

8. It is recommended that employers be encouraged to meet minimum wage rates. Applications for student-learner certificates for subminimum rate should be made only when it is necessary in order to prevent curtailment of the training program.

9. Applications for special student-learner certificates and reports of violations of certificates should be directed to:

Regional Director
United States Department of Labor
Wage and Hour Division
1401 S. 20th Street
Birmingham 3, Alabama

Listed below are the official publications and a directory of regional offices and field offices wherein information may be obtained;

Publications

Child Labor Bulletin 101
United States Department of Labor
Wage and Hour and Public Contracts Division
Washington, D. C.

Regulations, Part 520
Employment of Student Learners
U. S. Department of Labor
Wage and Hour and Public Contracts Division
Washington, D. C.

Interpretative Bulletin Part 776 (Subpart A-general)
General Coverage of the Wage-Hour Provisions
U. S. Department of Labor
Wage and Hour and Public Contracts Division
Washington, D. C.

A Handy Reference Guide
U. S. Department of Labor
Wage and Hour and Public Contracts Division
Washington, D. C.

The Florida Child Labor Law
Florida Industrial Commission
Workmen's Compensation Division
Caldwell Building
Tallahassee, Florida

Directory of Regional and Field Offices

Regional

Regional Director
United States Department of Labor
Wage and Hour Division
1401 S. 20th Street
Birmingham 3, Alabama

Florida Field Offices

United States Department of Labor
Wage and Hour Division
P. O. Box 1170
Jacksonville, Florida

United States Department of Labor
Wage and Hour Division
308 Tampa Street
Tampa, Florida

United States Department of Labor
Wage and Hour Division
Room 107
1200 S. W. First Street
Miami, Florida

For information concerning the Florida Child Labor Law contact:

Director, Child Labor Department
Florida Industrial Commission
Caldwell Building
Tallahassee, Florida

THE SCHOOL'S RESPONSIBILITY

The major responsibility of the school in program operation is the coordination of the student's in-school activities with the training in his place of employment. Maximum effort must be exerted in order for the maximum benefit to be realized by the student.

Duties of the Coordinator

The coordinator has a wide variety of responsibilities and duties. To prepare students to meet adequately and adjust themselves to life situations, as well as job fitness, is a vital part of the coordinator's responsibility. A coordinator assists the students in helping them become desirable citizens, in teaching them to work with people, and in aiding them in choosing worthy community projects in which to participate. In a very broad sense, the coordinator's duties consist of locating and approving training agencies; securing work agreements between the employer, school, student, and parent; working with the employer and the student concerning his job; selection of students; related instruction; and student evaluation.

Selecting and Approving Training Agencies

A major responsibility of the coordinator is the selection of suitable training agencies for the students enrolled in the program. He must consider the needs, interests, and abilities of the student and try to match the student and the job. Training agencies are obtained in a number of ways. The direct contact by the coordinator is the most common method, and the approach is made with a definite student and a definite job situation in mind. Another way of locating training agencies may be by use of the community survey by the coordinator and/or an advisory committee. Occasionally the student locates his own job and requests permission to remain on the job and enroll in the program. Upon approval of the training agency by the coordinator this situation may be arranged. Another method of training agency contact may be the call from an employer who has heard of the program. Coordinators may also use local agencies who are interested in the job placement of youth. The Florida State Employment Service, along with the Youth Employment Service, is vitally interested. In addition many civic clubs place special emphasis on job placement of youth.

Standards Used in Selecting Training Agencies

To obtain the maximum benefit from a DCT program, training agencies must measure up to many standards. Specifically, they must conform to the following provisions:

1. The employer must understand the intent and purpose of the DCT program.
2. The employer should assign one person to be specifically responsible for the training of the DCT student.
3. The training agency must offer a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.
4. The employer must have adequate equipment, materials, and facilities to provide an appropriate learning opportunity.
5. Overall working conditions must prevail which will not endanger the health, safety, welfare, or morals of the pupil.
6. The employer must provide adequate supervision to insure a program of pupil-job activities in order that the pupil may receive maximum educational benefit.
7. The employer should maintain accurate records concerning the pupil in regard to attendance and performance.

In addition to these considerations, the coordinator must consider some additional factors in choosing a training agency as follows:

1. Wages
2. Convenience of location
3. Reputation of employer in the community
4. Union regulations
5. Sufficient number of hours of employment
6. Possibility of productive work.

The Training Memorandum

After the coordinator and employer have reached an agreement on the establishment of a training agency, a written agreement should be formulated. Of course, before signing such an agreement, the coordinator should make sure that the employer fully understands the aims and objectives of the DCT program. The coordinator should also verify that the employer understands his responsibility both legally and educationally, in employing a student.

The agreement, if used, should outline the purposes of the DCT program and indicate the responsibilities of all concerned. (See form, appendix.) Specifically, it should include:

1. The duties of the student
2. Number of hours of work
3. Responsibility of the student
4. Responsibility of the parent
5. Responsibility of the employer
6. Responsibility of the school.

Student Selection

The coordinator assumes the responsibility of student selection for the program. He may solicit the assistance of the counselor and/or guidance personnel prior to the final acceptance of the student. Many factors must be considered, but the main concern is whether or not this type of program will benefit the student. Students who may be considered for the program might fall into the following categories:

1. Students who have career objectives for which the school is unable to provide training
2. Students who have a need for financial assistance to remain in school or to assist their family
3. Students whom the counselor believes to be potential drop-outs
4. Students who have a sincere desire to obtain work experience and agree to comply with the rules and regulations of the program.
5. Students who plan to attend college and feel that occupational experience will assist them in their career objective.

Working With the Student and the Employer

The larger portion of the coordinator's time is spent in working with students and employers. The coordinator should prepare the student for the various experiences he will encounter in a working situation. The coordinator might prepare a general list of duties, with the employer's help, that the student will be expected to perform and brief him on these duties before placement on the job. The importance of completing a job assignment should be emphasized, and the importance of success of the student on the job should be emphasized.

The use of a Student Agreement (see form, appendix) signed by student and parent is a strong technique for obtaining full understanding on the part of the student as to what is expected of him. Definite understanding should be made as to attendance on the job, at school, and at special functions such as club activities. Additional understanding should be obtained regarding conduct, dress, grades, and participation in various activities. The basis for removal from the program should be outlined in the Student Agreement so there will be no misunderstanding if this becomes necessary.

During the early weeks of a student's experience on the job, the coordinator should work closely with student and employer to aid in any way possible to make the student's adjustment to the job satisfactory. Much assistance can be given to the employer during this time, particularly if the employer has not had previous experience with young people in the DCT program.

Frequent conferences with the student at school during the first weeks of work, will greatly aid the student in understanding and adjusting to his job.

Furnishing the employer with a handbook containing information concerning the operation and purpose of the program may be desirable. This handboook should contain suggestions concerning the supervision of DCT students. The coordinator can also help the student in matters concerning home and family problems, social problems, and other personal problems.

Additional Duties

Many additional duties of the coordinator could be listed here, but they are so varied that an all-inclusive list would be very lengthy.

Some important duties of all coordinators would include evaluation of the students' work on the job and in school, keeping and maintaining records, preparing for the coming year during the summer months, counseling students, making home visitations, preparing follow-up reports of students, etc.

Securing proper recognition for employers is most important. This can be done im many ways, such as presenting certificates of appreciation (see form, appendix), publicity in local paper, awarding plaques, and employer-employee banquets.

RESPONSIBILITIES OF THE EMPLOYER

The employer who accepts a DCT student into his employ assumes a definite responsibility toward the student and toward the program. These responsibilities should be set forth in the school-student-parent-employer memorandum. They include:

1. Supervising of the student's work on the job
2. Providing him with the opportunity to learn a variety of tasks
3. Looking out for his welfare and safety
4. Evaluating.

In discharging these responsibilities, the employer works closely with the coordinator to achieve best results.

Supervisory Responsibility of the Employer

The major responsibility for the immediate supervision of the student's training and work on the job rests with the employer or a designated person in his employ assigned to supervise the student. If the student is expected to perform tasks with which he is not familiar, the employer will find it necessary to devote considerable time to training, examination, and further training.

In addition to aiding the student to learn and perform his duties on the job, the supervisor should explain to the student matters regarding the company's organization, personnel and management policies, and employee's benefits. He should explain any deductions made from the student's wages such as social security and insurance. Any efforts in this direction will help the student to feel that he belongs to the organization.

A student needs assistance in adjusting to his status as a worker and in learning the discipline of the job. Individuals responsible for supervising the student should realize that in addition to the usual "considerations" that must be given to an adult worker as he begins a job, additional considerations should be given to the young worker, who is in a stage between youth and adulthood. He should be understood, taught, encouraged, and respected.

The employer should be urged to consult with the coordinator in all matters concerning the student in order that jointly they can better plan ways for improving the student's experiences. If any major conflicts arise, the coordinator should be contacted at once. The amount and nature of supervision will vary with the individual, but the combined efforts of the supervisor and coordinator will assure a job well done for the student.

Evaluation Responsibilities of the Employer

It is the employer's responsibility to work closely with the coordinator in evlauating the student's performance. The coordinator will furnish the employer with a rating sheet to use in making formal evaluations. In addition the employer should make periodic informal evaluations in order to be able to discuss the student's progress when the coordinator visits. (See form, Appendix).

Legal Responsibilities of the Employer

Employers have certain legal responsibilities to be met in the employing of a DCT student. The employer should be aware of these responsibilities and meet them at all times. These obligations involve Federal, state, and local regulations. Further information on this matter is presented in another part of this handbook.

THE RELATED STUDY CLASSES

This program has as its purpose the supervised part-time employment of students with the intent of assisting them to acquire desirable work habits and attitudes in real jobs and job knowledge. Therefore, it is highly desirable that each student attend related study classes to aid him in achieving this goal. The contributions which the young person makes to society, the experiences which he has on a real job, and the acquiring of good work habits are very valuable as a part of the training of each youth. Work is a vital part of life, and the work experiences which are engaged in by young people represent an essential part of their mental, emotional, and even physical development.

A great variety of subjects may be taught in a class in which DCT students receive orientation to employment. Included among these are employer-employee relations, techniques of applying for a job, development of good work habits, personal appearance and grooming, assuming responsibility, occupational information, the value and use of money, the value of education, personal business, laws and regulations affecting the worker, social secruity, income tax, banking, insurance, housing, community service, business letter writing, travel, etc. In addition to studying such subjects as those listed above, students in a class of this type should have every opportunity to make both oral and written reports of their experiences on the job. Other types of activities closely related to the student's work experience education that may supplement on-the-job experience of the student, include written research projects and surveys on subjects such as selling techniques, public relations, promotions, etc.

The instruction offered in the General Related Study class will aid the student in achieving thse purposes, and in addition some of the following:

1. To help young people learn, as part of their general education, what employment entails
2. To ease the transition between school and industry and to connect school and life in a way which makes educational experiences more meaningful
3. To give an opportunity of gaining maturity through development of self reliance and a feeling of responsibility
4. To help young people learn how to get along with fellow workers and employers
5. To give young people a chance to explore their potentialities.

The related study classes are of two types, General Related and Specific Related. The general related study is broad since its primary objective is satisfactory vocational and life adjustment of all DCT students. General related study information should be presented during the period of the day when the entire DCT group is together. The specific related study period is used by the student to study information that relates to his specific job. This information should aid in obtaining knowledge as to how to perform certain manipulative skills and also the scientific reason for performing those operations. Specific related materials should be studied in those periods that are divided as to occupational grouping (distributive, trade and industrial, and office).

General Related Study Period

Because job efficiency and good citizenship are dependent on attitudes, work habits, personality, and other personal adjustment factors, it is necessary that the student-learner be well indoctrinated in these matters. This can be achieved through well planned units which are taught through general related study. The coordinator must meet the needs of the individuals and the group as they arise. Some effective methods of presenting these planned units are round table discussions, charts, audio-visual aids, and talks by outside authorities. Well planned field trips help broaden the group's civic perspective. In the appendix of this handbook will be found an overall sample outline of general related study and also a sample outline of a unit in general related study.

The necessity for the coordinator's preparing written lesson plans and assignments in advance cannot be too strongly emphasized. If the coordinator is willing to think, work, and plan well, he will secure good general related study results.

Specific Related Study Periods

Specific related study deals directly with the student-learner's specific job operations. Since the DCT program involves the training of students in three general occupational groups, students should be grouped in separate periods according to the type of training being received. It is strongly recommended that those students training in trade and industrial occupations be grouped in one period, those training in distributive occupations in another period, and those training in office occupations, in still a third period. This grouping will aid in class discussions and in the general methods used in presenting materials by the coordinator.

Two methods of handling specific related study assignments will be included in the following paragraphs. The methods are suggestions and not claimed to be the best or only methods. Coordinators using their own methods and materials may have other satisfactory methods of handling specific related study.

Method I

The first method involves the cooperative efforts of the employer and coordinator in making a job analysis of the job for which each student will be training. The job analysis is made by making a breakdown of the occupation into its major phases or classifications. Listed under each are enough typical jobs or operations to give a cross section of those performed in each phase or classification. From the job analysis a schedule of processes is developed indicating the various manipulative operations involved in each phase or operation of the job. During development of the schedule of processes, it is well to discuss with the employer the length of time the student-learner should spend in learning the various jobs or operations. It should be made clear that as soon as the student-learner reaches the proficiency level in performance of a job or operation, he should be moved to the next process in the schedule.

Along with the schedule of processes for a given job, an outline of the specific related study should also be developed indicating the references, time element, and procedure to be used. In some instances, it may not be possible to develop with the employer an adequate schedule of processes, time elements and related study suggestions. The coordinator may then use such sources as textbooks and analyses dealing with the occupation, other leaders in the same occupation, and consultants available in the community to round out the schedule of processes.

The preparation of the schedule of processes has certain incidental values to the coordinator such as:

1. Promoting a feeling on the part of the employers and/or consultant committee of being identified with public education
2. Promoting friendly relationships between coordinator and employer
3. Gaining respect for coordinator as a practical, efficient individual
4. Encouraging employer to establish training programs for other employees
5. Demonstrating to employer the value of moving trainees from one occupational phase or process to another.

Using the schedule of processes method for specific related study is a very sound method. The student has on record what he is to do in a planned, progressive type of study outline. The coordinator needs to see that the student completes the related study assignments as he progresses on his job and to evaluate that progress.

The main disavantage of this method is getting the number of schedules of processes worked out for all the jobs in which the students are training. The employer often does not have time to work these out with the coordinator.

Method II

The second suggested method of handling specific related study is one that has been found to be very effective if the first method cannot be developed. The development of self-motivation on the part of the student-learner is the objective of this second method. In many instances a trainee has excellent ideas and plans for improving his own job efficiency. The idea is for the student to plan his own specific related study with the assistance and approval of the coordinator. After a careful survey of the related library materials and the job related materials possessed by the employer, the student plans his own study using the survey information obtained. The student will plan in detail his week's work in advance to be handed in outline form to the coordinator for approval. If the coordinator approves the plan, the student will follow his arranged plan for the remainder of the week.

The tentative plan for a given week should be constructed with the consideration of the specific manipulations that are going to be performed on the job during the week. This can be determined by consulting the training supervisor at the end of the week. The plan should cover the related material in the available books that will correspond with the manipulative skills being performed on the job.

The coordinator will have to work closely with the student at the beginning of the year until he is able to plan his own work intelligently. The usual procedure is for the student to prepare his outline during specific related period on Friday. If he does not use the entire period for this purpose, he may use the remaining time for "free reading" in periodicals, etc. The outline then is handed to the coordinator in a designated form, to be approved over the week-end. If the outline meets with approval, it is returned to the student on Monday and the student follows his plan for the four days, Monday through Thursday. The coordinator may check daily for results as to the work done by the student or check weekly by taking all completed work at the end of the period on Thursday. Either way, the coordinator will have an accurate check as to the work done by the student and can check with the employer to see if the related study corresponds with the work performed on the job.

If the outline is not acceptable, it should be returned and the student should construct another on Monday for Tuesday approval until the student can plan his work intelligently.

The outline should include a time breakdown of the period with notation as to how portions of the period are to be used. Time for filling out records should be indicated, time allowed for reference reading, time allowed for notetaking and summary of material covered, and time to indicate on the related study sheet what was accomplished for the day.

The second method may sound quite complicated and time consuming; but soon after the beginning of the semester, the students quickly learn the routine and begin to realize how much can be covered in an allotted time.

As a closing admonition, insofar as related study is concerned, the coordinator should be sure to keep the trainees busily working on planned, worthwhile assignments, and the desired effectiveness of related study will be largely achieved. This phase of the trainee's development cannot be too strongly emphasized as it is the very essence of the cooperative training operation.

EVALUATION

High standards and continuing improvement of a DCT program are possible only when it is subject to periodic evaluation. Such evaluation may be both formal and informal. As a program progresses, constant informal evaluation takes place by the coordinator, employer, and student. Matters concerning improvement of the program are handled many times each day without too much thought given to evaluation. On the other hand, formal evaluation takes place by the use of a questionnaire filled in by graduates of the program. Regardless of the type of evaluation, all facets of the program should be considered. The program is formally evaluated by the visiting committee for accreditation by the Southern Association of Secondary Schools. A comprehensive self-evaluation of the program should obtain answers to the following:

General

1. Does the plan of operation follow the philosophy and objectives of the program?
2. Are evaluations conducted periodically considering these objectives?
3. As changes occur in the school and community, are the procedures adjusted accordingly?

Coordination

1. Does the coordinator have sufficient time in his schedule to adequately perform coordination duties?
2. Does the coordinator use coordination time efficiently and effectively?
3. Does the coordinator visit training agencies regularly and observe the student on the job?
4. Does the coordinator have the cooperation of the employer?
5. Does the coordinator have up-to-date records of his visitations?
6. Does the coordinator keep sufficient personal records on the student to indicate his performance and progress?
7. Does the coordinator use his records concerning students for classroom instruction and personal guidance?
8. Is there regular evaluation of the student by the employer and the coordinator?
9. Does the coordinator have the necessary leadership qualities to secure support of the program by the school and community?
10. Is the coordinator respected by the students and his co-workers?
11. Does the coordinator carry his share of the load as a faculty member?

6

Training Agency

1. Are employers oriented to the purpose of the program and to the role of training agencies in program operation?
2. Do the training agencies provide adequate learning situations, facilities for a variety of work experiences, and supervision of the student?
3. Are the legal requirements met by the employers concerning the employment of a student?
4. Is one person designated to be responsible for the student's training?

Classroom Instruction

1. Is adequate preparation made for classroom instruction?
2. Does the classroom instruction include a variety of teaching methods and techniques?
3. Does the planning of instruction take full advantage of community resources such as field trips and visiting speakers?
4. Do the individual's problems receive adequate attention?
5. Are problems common to all types of employment presented?
6. Are suitable instructional materials used?
7. Are the employer's and coordinator's reports on individual students used as a basis for classroom planning?

Advisory Committee

1. Is an advisory committee being actively used?
2. Does the committee meet regularly?
3. Did this committee function in formulating the philosophy and objectives of the program?
4. Has this committee assisted in securing training agencies for students?
5. Does the coordinator play an active role in leading and planning the meetings of the committee?
6. Does the school administration play an active part in committee functions?
7. Does the committee give continuing aid and counsel to the coordinator?

INTERVIEWING

The Prospective DCT Student

Personal interviews with prospective student-learners are necessary in order to determine the applicant's interest in and fitness for certain occupations which may be included in the program.

Selection of students should be made after an evaluation of all obtainable information, including that gained from interviews, conferences, home visits, teachers, counselors and other sources, and from psychological, personality, and vocational tests.

From the beginning, the students should be made to feel the coordinator is a sympathetic and understanding friend. It is advisable to have an initial interview with the student to determine whether or not he meets minimum requirements of the program such as age, scholastic standing, physical fitness, appearance, attitude, and behavior.

The first interview is followed by as many additional conferences as necessary to determine whether or not the student will benefit from DCT and be an asset to the program. The following points should be considered during the interview:

1. Is the student employable? Do his physical, mental, and social characteristics make him acceptable?
2. Is he interested in a type or types of training in which jobs are available?
3. Is he willing to accept a second or a third choice if it is impossible to place him in the work he prefers?
4. Does his past record offer evidence that he will be regular, prompt in attendance, and diligent?
5. Has the student been in any trouble which involved police activity?
6. Does the student's appearance (style of clothes, make-up, hairdo, etc.) indicate that the coordinator can succeed in getting the student to conform to conservative business standards?

In addition to the afore mentioned considerations during the interview, the coordinator should explain the nature of the program, its benefits and limitations, and the responsibilities of the student to himself, his fellow students, his job, the school, and his home. The coordinator should make only impersonal notes while the student is present, but record details immediately after the interview. The conclusion to the interview should be the arrangement for an early visit to the student's home, preferably with both parents and the student present.

SECURING AND MAINTAINING GOOD PUBLIC RELATIONS

A successful DCT program requires the cooperation and support of many individuals and groups. The coordinator has the responsibility for good public relations. Some of the means by which he can achieve good public relations are listed below:

1. Talks before faculty, PTA, and other groups within the school.
2. Talks before civic clubs and other organizations in the community.
3. The community survey.
4. The advisory committee.
5. Contacts with training agencies.
6. Cooperation with all groups and clubs within the school and support of all worthwhile projects of student organizations.
7. Membership and participation in professional and civic organizations.
8. Acknowledgment of service to school and to the program.

The DCT student is an important factor in the public relations program. It should be remembered that this is true at all times in the school, in the business community, and in his social activities. His appearance, conduct, and performance should always reflect credit on DCT.

The coordinator should assume the responsibility of keeping parents informed of all activities of the DCT programs.

The student body and school staff as well as the employers or training agencies MUST be informed about what the DCT trainees are doing inoorder to:

1. Secure more and better qualified applicants for the DCT program.
2. To gain the whole-hearted cooperation of the teachers and administration.

The best publicity medium of all is the DCT trainee himself. The satisfied employer becomes a constant booster of DCT in the local community. Also, a successful trainee can attract more prospective trainees from the student body for future years than anything else that could be done or said.

The coordinator should stress the value of DCT training to the school, community, employers, and trainees, and minimize personal publicity in order to achieve the desired results and prevent antagonizing other faculty members.

DCT publicity should be continuous, well planned, and timely.

PLANNING AHEAD FOR NEXT YEAR

The DCT coordinator makes preparation for the following year's program in the spring prior to the school's registration activities. The following steps should be taken:

1. Interview prospective trainees
2. Accept completed DCT applications
3. Investigate and compile students' records, which should include information from counselors and teachers' confidential reports
4. Administer desired aptitude and interest tests
5. Select students
6. Make home visits but avoid those that might create embarrassment
7. Make as many job placements as possible after detailed orientation with student, the employer, and the parents. Caution: It should be made clear to everyone concerned that students employed during the summer are prospective DCT students and have had only minimum orientation
8. Maintain contact during the summer with training agencies which employ students.

Generally, most teacher-coordinators are employed for eleven months during a school year. The advantages of employment beyond ten months include the following:

1. Gives the teacher-coordinator time to carefully screen the applications of prospective trainees
2. Enables the teacher-coordinator to visit the homes of the cooperative training applicants and confer with their parents
3. Makes possible an extensive survey of training agencies and thus affords a wider selection of agencies from which to choose
4. Provides ample time for more elaborate publicity media, such as speeches to civic clubs
5. Give the teacher-coordinator more time for research and enables him to plan more effectively his related study work, particularly general related study units for the following year.

Program Advancement

If student placements have already been made one main purpose of summer employment might well be the advancement of the program. Following is a partial list of activities that could be done to advance the program and aid in its improvement:

1. Extensive training agency survey - extending the file of agencies, adding new places of business, and removing old ones that have gone out of business, etc.

2. Research - making studies concerning follow-up of former students, obtaining new materials and ideas, following trends in business and industry
3. Revision and extension of files - developing better methods of filing, removing old material and adding new
4. Revision and extension of library - developing methods of check out and in, reviewing and obtaining new materials, doing away with out-dated materials
5. Working on facilities - painting, re-arranging, etc.; working on tables, chairs, desks, bulletin boards, typewriters, etc.
6. Workshops - attending summer school or county work shops for the purpose of developing new materials for professional advancement, working on common problems
7. Publicity - finding available media, developing news articles, brochures, slogans, outlining possible talks, etc.
8. Advisory committee work - formulating committee, appointing of committee, planning initial meeting, planning of operation for the year, listing needs and services the committee can fulfill.
9. Club program - formulating plan of operation, possible projects, etc.
10. Development of related study materials - planning units, over all framework; obtaining materials, books, films, speakers, etc.
11. Other things - things the coordinator would normally do in the spring but could not for one reason or another, such as placing students, making home visitations, counseling, testing, etc.

RESPONSIBILITY OF THE COORDINATOR

The coordinator should be a part of the total school. He should make a definite attempt to attend all regular faculty meetings and pre-planning and post-planning sessions of the school. He should be willing, when possible, to accept added responsibility as an active faculty member. Success comes easiest when the full cooperation of faculty members is secured. He should not ask for special favors. He should keep the principal and appropriate officials informed of his visitation schedule and maintain a professional attitude that will reflect credit upon himself and his program. He should keep relations with fellow teachers, professional organizations, and community leaders on the highest ethical plane.

To the School

To list all of the responsibilities of a coordinator would be impossible. Following is a partial list that will indicate the types of responsibilities the coordinator must assume:

1. Stay within established channels of communications in all official matters
2. Have a controlled, systematic, and well planned publicity program
3. Encourage DCT students to participate in other school functions when they have the opportunity
4. Use good judgment in student selection and placement, bearing in mind the welfare of the student
5. See that the program is organized and planned in accordance with existing state and local requirements and regulations
6. Secure all information possible on the cooperative training program in order to become thoroughly familiar with every phase of it
7. Explain the program to the school, students, employers, parents, and community
8. Prepare and keep proper records on all trainees and submit the necessary reports to the local and state offices
9. Maintain a follow-up record of all graduates from the program.

CLUB ACTIVITIES

Objectives of Cooperative Education Clubs

A most important phase of the DCT program is the participation of the cooperative student in the club program. The student-learner works in the afternoon so his schedule does not permit participation in many of the extracurricular activities of the school. Therefore, the need for some social activity based on mutual interests is necessary. The problem is alleviated by a local club having a wide variety of activities. The coordinator acts as the advisor for the club.

The student-learner on graduation from high school should have a background of technical information and skills; he should also have knowledge of and an appreciation for his responsibilities as a citizen. Without such understanding, the individual may have limited effectiveness in community affairs. Therefore, the development of an efficient social and civic-minded individual should be an important objective of the DCT program. The objectives as listed by the constitution of the cooperative education clubs are as follows:

1. To promote the growth and better understanding of cooperative vocational education in the school, the community, and the state
2. To foster the best possible spirit of cooperation between employer, trainee, school, and parents
3. To encourage the undertaking of some worthy school or civic project by each local club during the year
4. To encourage local clubs to bring employer-employee groups together annually through employer-employee banquets and other activities
5. To encourage local clubs to direct their efforts towards the development of leadership, scholarship, and vocational proficiency
6. To coordinate the activities of the various local clubs in order that all shall be strong for a common purpose

Club Participation

The organization of a local DCT club should be completed as soon after school opens as is practical. The handbook, Parliamentary Procedure for Cooperative Education Clubs of Florida, will prove very helpful in the organization of a

DCT club. (The parliamentary procedure handbook can be obtained from the Cooperative Education Clubs of Florida, 215 Knott Building, Tallahassee, Florida, at a price of $1.50.) Guidance by the coordinator on the duties of the different officers will help the student-learners to choose a better qualified slate of officers.

At the initial meeting designated for club formation, the coordinator should outline the objectives, the procedures to be followed, some possible projects to be completed during the year, and in general present an overall view of the functions of the DCT club.

Club dues are paid by members to the local club and also to the state federation of clubs if the local club affiliates with the state organization. A portion of the state dues pays for copies of the state club publication and for a state club pin.

A local club constitution should be formulated as the governing basis for the club. New clubs must submit their constitutions for approval by the Executive Board prior to the Board's first meeting of the year. The local constitution and operation of each club is governed by local conditions but must not conflict with the state constitution. A list of some suggested club activities follows:

1. Civic and school projects
2. Picnics
3. Dances
4. Assembly programs
5. Radio and TV programs
6. Fund-raising projects, if necessary
7. Employer-employee banquet
8. Open house
9. Preparation for district meeting.

Of the many possible activities, there are two that merit special consideration: the employer-employee banquet and open house.

Employer-Employee Banquet

The purposes of the employer-employee banquet are:

1. To express to employers appreciation for their participation in the program
2. To give employers a better conception of the job which they and the school are doing
3. To bring about a better understanding among employers, school, and student-learners
4. To provide a practical learning situation for students
5. To present to employers certificates of appreciation.

The DCT trainee benefits from the planning, participation, preparation, and presentation of the employer-employee banquet. It is suggested that a unit on etiquette be studied during the General Related Study class prior to the banquet. Every student should have a part in the banquet preparations. Committee assignments for each may tend to enhance participation. Some items to be considered in planning the banquet are:

1. Location
2. Budgets, costs of entire program of events to be presented
3. Special guests. the state officials, county superintendent, high school principal, and advisory committee and their wives should be invited if finances permit
4. Entertainment to be presented
5. Speaker or not, as the club may desire. A guest speaker is recommended
6. Publicity. The employer-employee banquet can be one of the year's most effective publicity devices. Invitations should be extended to the newspaper reporter or editor and the photographer. The committee on publicity can prepare write-ups in advance. The local school paper should be informed and a representative invited
7. Introduction of employers by employees. Trainees should learn and practice the correct method of introductions during study of the etiquette unit.
8. Before the date is set, the speaker should be consulted, the school calendar and outside community activities should be checked for conflicts.

Open House

The open house may be held at any time during the year. (In some high schools this is an all-inclusive program.) Employers, parents, and faculty members should be invited. The classroom should be arranged at its best with appropriate exhibits and study materials set up to show what the class is accomplishing and the scope of student training. Refreshments may be served and a brief student program of entertainment offered.

The Official Publication of the State Federation of Cooperative Clubs

The state federation of cooperative clubs distributes a publication to the members of the state club program. The publication is paid for through membership dues and it is printed under the director of the state club advisor who is a staff member of the State Department of Education. The Executive Board and the state advisor select an individual to edit the publication each year. The publication carries local, state, and national news of concern to the cooperative education student. The publication is published periodically during the school year.

Publicity

Club activities should merit publication in the local newspapers and mention over the local radio news period. News releases of all kinds should be complete and distributed to all media at the same time. The coordinator should proof-read and supervise all releases. He should assist in selecting and submitting good material to the offical organ of the state federation for publication. Good photographs of club activities and trainees on-the-job are important in securing adequate publicity.

Club participation in community service projects may be highly desirable. Red Cross, community chest, cancer and heart drives are only a few that could be acceptable to the local club.

District Meetings

Local clubs are grouped into districts on a geographical basis, and annual meetings are held, at which time district officers are elected. The dates for these district meetings are set by the Florida activities association. They are usually held the early part of the calendar year. The district meeting is one of the most interesting events of the entire school year for the DCT students. However, in order for this meeting to accomplish its purpose, a great deal of planning and work must be done by each coordinator in the district as well as the coordinator who will have the meeting held in his community, designated as the host coordinator. There are two primary functions of the district meetings:

1. To hold a business session, and elect a district representative.
2. To bring all the students of the district together in order that they can become better acquainted with the overall program and with each other.

The individual coordinator should stress the vital necessity of all the members of his or her club attending the district meeting. The practice of parliamentary procedure should be utilized as a generally related study subject prior to the district meeting. Each student should be encouraged to participate in at least one convention event if possible.

State Convention

The State Convention is the culminating event of the year and is usually held in May or late April. The local clubs are organized into a state federation of clubs which has for its chief functions the publication of the official organ of the state federation of cooperative education clubs, the administration of the activities of the State Convention, the supervision of the district meetings. The membership of the state federation consists of student-learners in DCT, DE, and CBE programs who are in good standing.

The annual business meeting of the state federation is an important feature of this convention. Delegates from the various local clubs nominate and elect the State Officers from the panel of District Representatives elected earlier by the members of their particular district at the District Conventions. The District Representatives also constitute the State Executive Board. (See the State Constitution for number of voting delegates from each local club to the State Convention.)

Certificates of Merit

Each club has the privilege of awarding "Certificates of Merit" to student-learners for outstanding achievement during the school year. The basis of the award is left to the local program.

The forms are issued by the Distributive, Cooperative, and Business Education Section of the State Department of Education. The awards may be presented at either the Employer-Employee Banquet, Award Assembly, or a Graduation exercise, or at a time deemed appropriate by the coordinator.

APPENDIX A

Forms to Be Used with DCT Programs

State required forms -

DCE-1	Initial Cooperative Education Class Report (Due in the state office October 10)
DCE-2	Final report of Cooperative Education Classes (Due after end of school year)
DCE-3	Application for related study exemption in DCT (Must be approved by area supervisor prior to October 10)
DCE-5A	Report of Salary and Travel Expenditures (Used by administrators in semiannual report)
DCE-C	Instruction Units (Used by administrators in requesting class approval)

Local forms (optional) -

The following list of optional forms are suggested forms only. They are samples that could be used in their entirety or portions could be used with additions. These are to be used only as guides for coordinators in constructing forms to fit their local situations.

- Survey for new program
- Student interest survey form
- Community survey form
- Permanent record card
- Student-employer agreement
- Card of introduction
- Coordinators visits
- Students weekly production record (time card)
- Budget sheet
- Related study sheet
- Progress report by employer
- Application form
- Teacher's confidential evaluation

Form DCE-1
(Revised Sept. 1962)

INITIAL COOPERATIVE EDUCATION CLASS REPORT
(DCT, CBE, DE)

CBE ☐
DCT ☐
DE ☐

School Name ______ School Code No. ______ City ______ County ______ County Code No. ______

Coordinator ______ Certificate No. ______ Date Report Submitted ______

(1) Social Security Number	(2) Name of Student	(3) Sex & Race	(4) Grade	(5) Year in Program	(6) G R S	(7) S R S	(8) Career Objective	(9) Job Training Code	(10) Training Agency Name	(11) Classification of Agenc

______ Signature of Coordinator ______ Signature of Principal ______ Signature of Director or Superintendent

(back of DCE-1)

INSTRUCTIONS FOR COMPLETING DCE-1 (Revised September, 1962)

Heading

1. Check the appropriate cooperative education program in the small box provided.
2. Write the school name and code number. You will find your school number listed on the enclosed list.
3. List the city in which school is located.
4. List the county and county code number. The county number is provided on the attached list.
5. List your name as it appears on your teaching certificate.
6. List your certificate number.
7. Give date this report is forwarded by you.

Special Columns

Column:

1. List the social security number of each student.
2. Give name of student- last name first in alphabetical order. List boys first; then girls.
3. Sex and race are to be coded as indicated:
    1. White, female
    2. White, male
    3. Negro, female
    4. Negro, male
    5. Oriental, female
    6. Oriental, male
    7. American Indian, female
    8. American Indian, male
    9. Other, female
    0. Other, male
4. Give grade in school, either 11 or 12.
5. If a junior in program 1st year, put 1.
   If a senior in program 1st year, put 1.
   If a senior in program 2nd year, put 2.
6. If student is enrolled in General Related Study, place an "x".
   (If no x is placed in GRS column, a 2 should be in column 5)
7. If student is enrolled in Specific Related Study, place an "x".
   (Note: If no x is placed in the SRS column a DCE-3 Exemption Form should be on file)
8. Give ultimate career objective as indicated by student. Do not give career objective for end of school.
9. Use code system furnished. For example, a student working as an office machines operator would be listed as 1 x 25.
10. Give name of training agency.
11. Use standard industrial classification code furnished to give classification of business training agency. For example, if a student is working in a Savings and Loan Institution, the number would be 612.

NOTE: Mail original to:

DCE Section
Room 215, W. V. Knott Building
Tallahassee, Florida

Copy to Area Supervisor:

Area I - Jack P. McClellan
Room 215, W. V. Knott Building
Tallahassee, Florida

Area II - W. P. Danenburg
301 S. Orlando Ave.
Winter Park, Fla.

Additional copies should be made and distributed to the Principal, Director or Superintendent, and any other designated local officials.

Form DCE-2
(Revised Sept. 1962)

CBE ☐
DCT ☐
DE ☐

FINAL REPORT OF COOPERATIVE EDUCATION CLASSES
(DCT, CBE, DE)

School Name ____________ School Code No. ____________ City ____________ County ____________ County Code No. ____________

Coordinator ____________

Date Report Submitted ____________

(1) Social Security Number	(2) Name of Student	(3) Total Related Study Hours	(4)	(5) Total Hours Work	(6) Average Rate of Pay	(7) Total Earnings for Year	(8) Foll-ow Up
		General	Specific				

Signature of Principal ____________

Signature of Coordinator ____________

Signature of Director or Superintendent ____________

(back of DCE - 2)

INSTRUCTIONS FOR COMPLETING DCE-2 (Revised September, 1962)

Heading

1. Check the appropriate cooperative education program in the small box provided.
2. Write the school name and code number. You will find your school number listed on the enclosed list.
3. List the city in which school is located.
4. List the county and county code number. The county number is provided on the attached list.
5. List your name as it appears on your teaching certificate.
6. List your certificate number.
7. Give date this report is forwarded by you.

Special Columns

Column:

1. List social security number of each student in the exact order as submitted on the DCE-1. This must include all students who were dropped, transferred, or withdrew.
2. List name of student in exact order as on DCE-1
3. Give total hours student received general related study during school year.
4. Give total hours student received specific related study during school year.
5. Give total hours student worked on his job.
6. Give the average rate of pay earned by student for the year.
7. Give total amount student earned on the job.
8. Use the following code for column 8:

R - Re-entered regular program
T - Transferred to another school
W1 - Withdrew for full-time employment
W2 - Withdrew for marriage
W3 - Withdrew to enter armed forces
W4 - Withdrew due to failure during school year
W5 - Withdrew for other reasons
S - Satisfactorily completed year's training
F - Failure

DCE-3 July, 1961

APPLICATION FOR RELATED STUDY EXEMPTION IN DCT

(To be submitted in triplicate to Area Supervisor)

Coordinator: ________________________________ School: ________________

Address: __________________________________ Date: ________________

It is requested that the below-listed student be exempt from specific related study and the course substituted as indicated:

Name of Student: ______________________________ M F Grade: __________

Type of Training: ____________________ Training Agency: ______________

A course in ____________________________ is to substitute for the Specific Related Study.

Reason for this request: ____

____

____

____

Requested by: ____
Signature of Coordinator

Approved by: ____
Signature of Principal

DO NOT WRITE IN THIS SPACE

Approved: __________

Not Approved: _____

Remarks: ____

____

Date: ____________________ ______________________________
Area Supervisor

FORM DCE 5A

VOCATIONAL DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION PERSONNEL
REPORT OF SALARY AND TRAVEL EXPENDITURES
DIVISION OF VOCATIONAL AND ADULT EDUCATION - STATE DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA

Education No. ______________ Name of Person ______________ (Last) (First) (Middle Initial)

School Code No. ______________

County Code No. ______________

		Distributive Education			Business Education & DCT					
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		Supervision	Instruction		Supervision	Instruction				
		X	High School Distributive Education	Adult Distributive Education	X	Diversified Cooperative Training	Cooperative Business Education	Vocational Office Education	Day Business Education	Evening Business Education
SALARY	Paid by County									
	Authorized for Reimb. by State									
TRAVEL	Paid by County									
	Authorized for Reimb. by State									

(State Office Use Only)

SALARY REIMBURSEMENT	Federal									
	State									
TRAVEL REIMBURSEMENT	Federal									
	State									

______________ to ______________
Period Covered by Report

____
Signature of Verifying Official

Instruction Units
DOE Form O
(Effective July 1961)

STATE DEPARTMENT OF EDUCATION
DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION SECTION
TALLAHASSEE, FLORIDA

County ______________________________

Report No. ___________________________

INFORMATION FOR APPROVAL OF CLASSES FOR YEAR ENDING JUNE 30, 19 ________

(Original and Two Copies to be Submitted to Area Supervisor of Distributive, Cooperative, and Business Education)

1	2	3	4	5	6	7	8	
Subject or Program	Course No.	Type of Class or Program	Teacher at Beginning of Class (Name as Shown on Certificate)	Date Class to Begin	Date Class to Close	Part-Time Adult Only Total Hours Class to Operate	State Office Use Only	
							Units	Form E
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

To the best of my knowledge the above information is true and correct and the classes reported will be operated in accordance with the State Plan for Vocational Education.

____ ______________________
Signature of County Superintendent or Local Director Date Forwarded

Approved: State Department of Education Approval Recommended by______________________ Total Units Approved
Area Supervisor

By ____ ______________ ______________

State Supervisor for Distributive, Cooperative, and Business Education Date

(back of Form C)

INSTRUCTIONS FOR PREPARING DISTRIBUTIVE, COOPERATIVE, AND BUSINESS EDUCATION FORM C

The original and two copies of this report are to be submitted to the Area Supervisor of Distributive, Cooperative, and Business Education, State Department of Education, Tallahassee, Florida, covering all distributive, cooperative, and business education classes to be conducted within the county during the year July 1 through June 30. Reports should be forwarded to the Area Supervisor for approval prior to the opening of classes. One copy of the form will be approved and returned to the county for its files.

Number the initial report "1" and each supplementary report in numerical order thereafter. (second report submitted would be "2", the third "3", etc.)

List each class separately, using one line for each. If possible, group classes together by type or classification. Course outlines should be on file locally and are to be submitted to the State Department of Education upon request.

INFORMATION TO BE LISTED IN EACH COLUMN

Column 1	Program or Subject: Insert here the name of the course. (Examples: Cooperative Business Education, Distributive Education, Diversified Cooperative Training, Real Estate Sales, Fundamentals of Selling, Vocational Typewriting, Shorthand and Transcription, etc.)
Column 2	Course Number: For all adult offerings, insert here the number of the course as listed in Bulletin 70H-2. (Examples: BUS-4, DIS-19)
Column 3	Type of Class or Program: Insert "HSC" for High School Cooperative, "ADE" for Adult Distributive Education, "EBE" for Evening Business Education-Adults, and "DBE" for Day Business Education-Adults.
Column 4	Teacher at Beginning of Class: Insert name of teacher when course starts. If an instructional change is made, submit a supplemental Form G at the time the change is made.
Column 5	Date Class to Begin: Insert date this class will begin.
Column 6	Date Class to Close: Insert date this class is expected to close. All classes must be closed out on or before June 30.
Column 7	Total Number Hours Class to Operate: Insert total number of hours during the fiscal year this class is expected to operate.
Column 8	For State Department of Education use only.

All Classes requested on DCE Form C should be accounted for on DCE Form E. Classes which fail to materialize should be reported with the appropriate Form C code number and a notation stating, "Did not open."

SURVEY FOR NEW PROGRAM

DCT

1. Upon explanation to the student body, how many rising juniors and rising seniors have you found who express an interest in the program for next year? _______ Rising juniors ______ Rising seniors

2. Attach hereto or describe on reverse side information gathered from the business community and other (1) relative to the probable availability of the job placements next year and (2) the interest of business and civic groups in the initiation of the program in the high school curriculum.

3. Do you have a person who possesses the educational and work experience requirements for initial certification? ____ Name ______________________

4. Would this person be willing and able to attend a 3 or 6 week summer course beginning in June at Florida State University in Methods for Cooperative Education Programs? ______

5. Do you wish the State Department of Education to refer to you names of potential teacher-coordinators? ______

6. Will a classroom be available throughout the day for the use of the teacher-coordinator? ______

7. List the amount available for purchase of instructional materials? __________ ($10.00 per student per year recommended for new programs. $5.00 per student per year thereafter)

8. List subjects, if any, outside the DCT curriculum that the teacher-coordinator will be expected to teach. ____

9. Could the teacher-coordinator report for duty on August 1 and attend the Annual Cooperative Education Planning Conference? Yes ____ No ____

10. Will financial provision be made for the reimbursement of the teacher-coordinator's (1) local travel expense, (2) travel to State Department of Education called In-Service Training Conferences (not to exceed two annually)? ____

School ____

Signature of Principal ____________________________________

Signature of Director of Vocational Education ______________________

or County Superintendent ______________________________

Date: ____________________

DIVERSIFIED COOPERATIVE TRAINING

____________________High School

STUDENT INTEREST SURVEY FORM

Name of Student ____ Date ______________

Study Major ____ Year ______________

(type of tract)

I am employed part-time Yes _____ No _____

Occupation _______________________________________

Name of Employer _________________________________

Address of Employer ____

I am not currently working but I am interested in Diversified Cooperative Training. Yes ____ No ____

I am working and feel I would benefit from classroom orientation in DCT and that it would help me do a better job. Yes ____ No ____

I am undecided. Please give me additional information. ____

Signature ___________________________

Homeroom Teacher ____________________

Homeroom Number __________

DIVERSIFIED COOPERATIVE TRAINING

COMMUNITY SURVEY FORM OF BUSINESS ESTABLISHMENTS

Name of Firm ______________________________

Type of Establishment ______________________________

Location ______________________________ Date ____________

QUESTION	YES	NO
1. Is the employer willing to enter into the program?		
2. Does the establishment have adequate equipment and types of work to provide all-round training?		
3. Has the plan of training and objectives been thoroughly outlined to the employer?		
4. Does he seem to have a clear understanding of the plan and objectives?		
5. Are working conditions in the establishment satisfactory?		
6. Is it possible for student-learners to receive instruction on the job by competent workers?		
7. Is the establishment's reputation satisfactory as to:		
a. Social factors?		
b. Economic factors?		
c. Labor relations?		
8. Are the conditions satisfactory as to:		
a. Health?		
b. Morals?		
c. Work?		
9. Are wage scales comparable to those generally found?		
10. Is the attitude of employees favorable toward the program?		
11. Is the establishment accessible?		
12. Are standards such that they will furnish a minimum of 540 hours of training?		
13. Are training facilities of the type to provide training in modern methods?		
14. Is the personnel of the organization of high character?		
15. Do the employer and personnel have a sincere interest in the training of student-learners?		
16. Do the employer and personnel appreciate the value of technical training as it relates to the job?		
17. Are adequate provisions made for the protection of the physical and mental welfare of the student-learners?		
18. Will the student-learners be under the supervision of a qualified workman all the time they are on the job?		

DIVERSIFIED COOPERATIVE TRAINING

________________High School

PERMANENT RECORD CARD

Student's Name ______ Coordinator ______

PHOTO

Address ______

Phone Number ______ Sex ______

Date of Birth ______ Soc. Sec. No. ______

Place of Birth ______ Church ______

Father's Name ______ Nationality ______ Occupation ______ Where Working ______

Mother's Name ______ Nationality ______ Occupation ______ Where Working ______

Guardian ______ Address ______

Number in Family _____ Brothers _____ Sisters_____

Work experience ______

Hobbies ______

Extra curricular activities ______

SCHOOL RECORD

	English	History	Math	Science	Phy. Ed.	Ind.Arts	Home Ec.	Other
7th grade								
8th grade								
9th grade								
10th grade								
11th grade								
12th grade								

Date enrolling in program ______

Date leaving program ______ Reasons ______

(Back of Permanent Record Card)

JOB PLACEMENT RECORD

	Training Agency	Type of Work	Person Responsible for Supervision	Dates of Employment
1.				
2.				
3.				
4.				
5.				

	Work Hours	Wage Rate	Wage Increase (date)
1.			
2.			
3.			
4.			
5.			

EMPLOYMENT AFTER LEAVING SCHOOL

Employer	Position	Dates of Employment

DIVERSIFIED COOPERATIVE TRAINING

STUDENT'S AGREEMENT

(To be signed prior to acceptance of DCT application)

The DCT is planned to develop a student academically, economically, and socially. In doing this, there are definite things that must be done. There are responsibilities the student must realize and agree to cooperate in carrying out to the fullest extent.

As a condition for acceptance into the DCT program, I therefore agree to the following:

Part 1

1. To be regular and on time in attendance at school and on the job.
2. To notify my employer, and my coordinator in advance, in case of necessary absence. Under no circumstances may a student report to work on a day when he is absent from school.
3. To attend an eight o'clock class if necessary.
4. To accept guidance, counseling, and constructive criticism from the coordinator cheerfully without silent contempt.
5. To perform related study assignments, keep a monthly budget, other required forms, and necessary assignments with earnestness and sincerity.
6. To perform all my duties on the job in such a manner that I will reflect credit upon myself, the program, the school, and the coordinator.
7. To know that the coordinator is the recognized authority for making adjustments or changes in the training on the job. Parents or students are to contact the coordinator first rather than the principal or employer whenever a problem concerning the job arises.
8. To know that if my attitude, my conduct, or my work is not satisfactory, my training can be discountinued and I will fail the course. The coordinator is responsible for only one placement for the student.
9. To know that I must continue my training throughout the year, or for two semesters, or else lose my credit.
10. To attend, willingly, the Employer-Employee Banquet with my employer as my guest and to share in the necessary expenses connected with the banquet.
11. To have a medical and dental check-up by a doctor of my own choice before entering the program.
12. To present my birth certificate or proof that I am in the process of securing one.
13. To know that it is my responsibility throughout the year to be well dressed and groomed both in school and on the job.
14. It is understood that the failure to comply with Part I and Part II of this Agreement will be just cause for dismissal from the program.

Part II

Since the DCT Club is a part of the regular program, I hereby agree to the following:

1. To attend regular scheduled club meetings.
2. To pay State Club dues and local dues as set by the Club.
3. To attend the district meeting which is held once a year.
4. To work toward the success of individual and group projects.

Student's Signature ____________________

Date ____________________ Parent's Signature ____________________

DIVERSIFIED COOPERATIVE TRAINING

CARD OF INTRODUCTION

TO: Miss
Mrs. ______________________ Date ____________
Mr.

Firm name ______________________________

Address ______________________ Telephone ____________

Introducing ______________________

As an applicant for ______________________

Appointment time ______________________

EMPLOYED? (please check)

Yes ____ Date hired ____________

No. ____ Reason ______________________

Please return this card at your earliest convenience. Thank you for your consideration

____
Coordinator

____
Signature of Employer

____
School Telephone

DIVERSIFIED COOPERATIVE TRAINING

Coordinator's Visits

______________________ Student's Name

______________________ Place of Employment

______________________ Assigned Hours

______________________ Address

DATE	COORDINATOR'S REACTION AND COMMENTS

DIVERSIFIED COOPERATIVE TRAINING

STUDENT'S WEEKLY PRODUCTION RECORD

Student's name ______________________________ Employer ______________

Supervisor's name ______________________________

Week dating from ________________________ to ________________ 19 _____

Day	in	out	total hours	hourly wage	total earned	jobs performed
M						
T						
W						
Th						
F						
S						
Sun						
Totals						

SUMMARY OF WEEK'S WORK:

What problems came up on which you would like help or class discussion?

What mistakes did you make? How did you handle the situation?

What new jobs or procedures did you learn from your work this week?

Give a description of the most interesting incident or experience you had this week.

Other comments:

DIVERSIFIED COOPERATIVE TRAINING

BUDGET SHEET

It is recommended that a budget book be purchased from a variety or stationery store to be used by DCT students for the purpose of accounting for money earned and money spent. These budget books are already used in a number of programs throughout the state and have been found to be quite satisfactory. The book retails for approximately 50 cents.

The book includes instructions on usage, how to inventory personal finances, space for all entries, and space for summaries. The book has available space for one year and is nicely bound which adds to the convenience of the student's usage.

Following is the title of the book, publisher, and form number:

BUDGET BOOK
with expense record

Whitman Publishing Company - Racine, Wisconsin

Form 3735

DISTRIBUTIVE AND COOPERATIVE TRAINING

STUDENT ____________________

MONTH ____________________

BUDGET ESTIMATES

MISC. ______ SAVINGS ______ FOOD ______ SCHOOL EXPENSE ______ CLOTHING ______ TRANSPORTATION ______ DUES, GIFTS, CHARITY ______ ENTERTAINMENT ______

INCOME RECORD					EXPENSE RECORD									
DATE	EARNINGS	GIFTS	ALLOW.	TOTAL	MISCELLANEOUS ITEMS	AMOUNT	SAVINGS	FOOD	SCHOOL	CLOTHING	TRANS.	DUES, GIFTS	ENTER-TAINMENT	TOTAL
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
TOTALS					TOTALS									

INCOME ____________________

EXPENSES ____________________

BALANCE ON HAND ____________________

DIVERSIFIED COOPERATIVE TRAINING

RELATED STUDY SUMMARY

Occupation: ____________________ Student ________________________

Employer: ______________________ Week ____________ to ___________

Date Assigned	Lesson Summary	Date Completed	Grade

DIVERSIFIED COOPERATIVE TRAINING

Progress Report made by Employers

Name of student worker ______________________________ Date ___________

Employer ___________________________________

Supervisor _________________________________

1. Job competence - How well does this student meet your normal standards of performance? Very well ___ Average ___ Below average ___

2. Progress on the job - Is this student showing evidence of satisfactory growth? Yes ___ No ___

3. Relations with other people:
   A. How well does this employee respond to supervision?
      Very well ___ Average ___ Below average ___
   B. How well does this student get along with fellow workers and vice versa?
      Very well ___ Average ___ Below average ___
   C. How well does this employee represent your company in public contacts?
      Very well ___ Average ___ Below average ___

4. Attendance - Has employee's record of punctuality and regularity been satisfactory? Yes ___ Somewhat ___ No ___

5. Dependability - How well does he accept responsibility and follow instructions carefully? Very well ___ Average ___ Below average ___

6. Initiative - Does he have constructive ideas? Is he a self starter? Yes ___ No ___

7. Appearance - Does this employee meet your standards of grooming for this job? Yes ___ No ___

8. General comments:
   A. Student could profit from suggestions for improvements in these areas:
      ____
      ____
   B. Student appears to show strength in these areas: ______________
      ____
   C. Additional comments or suggestions? ___________________________
      ____

9. Have you discussed this employee's progress with (him) (her)? Yes___ No ___

____
Employer or Supervisor

CONFIDENTIAL CONFIDENTIAL

DIVERSIFIED COOPERATIVE TRAINING

Supervisors Rating Chart

(Student - Learner) (Training Agency

Qualities	A Superior	B Excel	C Good	D Fair	F Poor	Explanation of Rating
Appearance						Consider neatness, cleanliness, and appearance of dress.
Manner						Consider courteous treatment of customers and other employees.
Initiative						Consider ability to work without directions.
Industry						Consider ability to keep at a job after starting one.
Accuracy						Consider correctness in performing all jobs.
Loyalty						Consider faithfulness to the training agency.
Cooperation						Consider willingness to work with others.
Responsibility						Consider dependability and reliability.
Knowledge						Consider possession of necessary job knowledge.
Enthusiasm						Consider attitude toward entire job.
Progress						Consider any improvement shown.
General Evaluation						Consider the student's value to you.

General Remarks Concerning Student: ____________________

Supervisor's Signature ____________________

DIVERSIFIED COOPERATIVE TRAINING
WORK APPRAISAL FORM

STUDENT'S NAME ________________ HIGH SCHOOL ________________ TRAINING AGENCY ________________

Place a check in the square which best describes the student's work now being done. Consider each characteristic separately regardless of where appraisal falls on any other characteristic. Use only one check for each line.

1. ATTENDANCE AND PUNCTUALITY (Consider attendance with hours assigned. Consider times late not letting reasons influence your estimate).	☐ Excellent	☐ Occasionally absent or tardy	☐ Frequently absent or tardy	☐ Undependable	☐ Absent or tardy without notice
2. JUDGMENT AND COMMON SENSE (Consider ability to reach sound decisions, to handle unusual situations, fair-mindedness).	☐ Exceptional	☐ Sound	☐ Good	☐ Poor	☐ Lacking
3. ATTITUDE (Consider his attitude toward his job, supervisors, other employees, public, and attitude toward constructive criticism).	☐ Unusually fine attitude	☐ Good attitude	☐ Fair attitude	☐ Poor attitude	☐ Poor attitude undesirable
4. QUANTITY OF WORK (Consider amount and speed of work).	☐ Large volume	☐ High output	☐ Average	☐ Low output	☐ Unsatisfactory output
5. QUALITY OF WORK (Consider accuracy and thoroughness).	☐ Highest quality	☐ Good quality	☐ Average	☐ Passable	☐ Careless
6. DEPENDABILITY (Consider consistent industry and ability to follow a job through to completion).	☐ Can always be counted on	☐ Conscientious	☐ Usually reliable	☐ Unpredictable under pressure	☐ Unreliable
7. INITIATIVE (Consider ability to anticipate things to do and resourcefulness).	☐ Actively creative	☐ Consistently self-reliant	☐ Frequently initiates	☐ Seldom initiates	☐ Merely conforms
8. INDUSTRY (Consider utilizing working time to best advantage).	☐ Seeks additional work	☐ Does assigned work regularly	☐ Needs occasional prodding	☐ Needs constant pressure	☐ Seldom works even under pressure
9. ADAPTABILITY (Consider quickness to learn and retain instructions for duties).	☐ Exceptional	☐ Learns with ease	☐ Average	☐ Slow to learn	☐ Unable to learn
10. PERSONALITY AND APPEARANCE (Consider grooming and dress, ability to get along with people, integrity).	☐ Exceptional	☐ Decidedly favorable	☐ Average	☐ Passable	☐ Unsatisfactory

The coordinator will also use this form for guidance purposes. Please note any characteristics, habits, or mannerisms that you feel the coordinator should discuss with the student.

REMARKS: ____

____

____

____

DATE ________________ SIGNATURE OF SUPERVISOR ________________

Diversified Cooperative Training

EMPLOYER RATING OF STUDENT

Rating of the Student on the Job

STUDENT'S NAME

SCHOOL

TRAINING AGENCY

In order to assist the employer in arriving at a fair evaluation of the student's progress, the following will coincide with the school grading system: Excellent . . . . A Satisfactory with Improvement Shown . B Satisfactory . . . . C Unsatisfactory with Improvement . . . D Unsatisfactory . . . . F	Excellent	Satisfactory with Improvement Shown	Satisfactory	Unsatisfactory with Improvement	Unsatisfactory
ATTENDANCE Compare actual attendance with hours assigned and payroll.					
PUNCTUALITY Consider times late. Do not let reasons influence this part of your estimate.					
GENERAL ATTITUDE Toward the job, superiors, other employees, the public.					
QUALITY OF WORK Compare with other workers beginning in this field of work, considering age, length of service and hours on the job.					
QUANTITY OF WORK Compare with other workers beginning in this field of work, considering age, length of service and hours assigned.					
APPEARANCE Compare with standard set by other employees in the occupation, but consider that student is handicapped by limited income.					
ATTITUDE TOWARD CRITICISM Does this student accept and carry out suggestions without resentment?					
ABILITY TO FOLLOW INSTRUCTIONS Can this student be depended upon to follow instructions accurately, at all times?					
SKILL Does this student handle all assigned jobs with accuracy?					
RESOURCEFULNESS Does this student show initiative in anticipating work to be done, and plan work accordingly.					

The coordinator will also use this form for guidance purposes. Please note any characteristics, habits, or mannerisms that you feel the coordinator should discuss with the student worker.

Remarks:

DATE

SIGNATURE OF SUPERVISOR

Student

Coordinator

DIVERSIFIED COOPERATIVE TRAINING
EMPLOYERS' RATING SHEET

Place of Employment

Supervisor

Will you please rate the above student on the following traits,
as you have observed during his or her employment.

(5 outstanding; 4 above average; 3 average; 2 below average; 1 very poor)

	RATING					
	1st 6 wks.	2nd 6 wks.	3rd 6 wks.	4th 6 wks.	5th 6 wks.	6th 6 wks.
PROGRESS ON JOB	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
PUNCTUALITY Each day on time and ready for work	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
APPEARANCE Compare with other employees	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
ATTITUDE General cheerfulness & courtesy	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
RELIABILITY Completes assigned task in an acceptable manner.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
INDUSTRY Works busily to the best of his or her ability.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
APTITUDE Shows ability to learn and to apply knowledge on the job.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
INITIATIVE Is able to see things that need to be done.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

REMARKS or SUGGESTIONS:

1.
2.
3.
4.
5.
6.

PHOTO
(Must be attached
with paperclip
to be accepted)

APPLICATION
for
DIVERSIFIED COOPERATIVE TRAINING

____
Date

Name: ______________________________________ ______________________
Last First Middle Class Next Year

Address: ____________________________________ ______________________
Phone

Date of Birth: _______________________________ __________
Age Next Sept.

Height_____ Weight______________________________

Required subjects you must take: ______________________

Total credits earned by end of this year: ______________________

Do you plan to attend college? __________ Other: ______________

Are you working now? ________________

If so, would you desire to work there in D C T? ________________

____
Place of Employment

No. Years Of:

Bookkeeping	
Typing	
Shorthand	
Math	
Shop (Wood)	
Shop (Auto)	
Shop (Metal)	
Science	

Type of training desired:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Work experience (if any):

____
____
____
____
____

(BACK OF APPLICATION BLANK)

Name a place where you would especially like to work: ______________________________

Why? ____

Would you like to work this summer? _____ Earliest date you could start: __________

Who (or what) prompted your interest in D C T? ______________________________

____

Have you talked with your parents about D C T? _____ Do they approve? __________

Parents' Names ______________________ ______________________

Father Mother

Employed at: ______________________ ______________________

CLASS SCHEDULE

Period	Grade (leave blank)	Subject	Teacher	Room
1st				
2nd				
3rd				
4th				
5th				
6th				

CONFIDENTIAL CONFIDENTIAL

DIVERSIFIED COOPERATIVE TRAINING

TEACHERS CONFIDENTIAL EVALUATION

RE:__________________________

Dear Fellow Teacher: The above-named student has applied for admission into the DCT Program. As you know, many factors other than grades alone must be considered in order to select deserving, sincere, capable young people who can best benefit by the training this program can offer. Having previously taught this student you are in a position to help me greatly in making a wise decision in this case.
Please complete this form at your earliest convenience and return it to my mailbox.

1. Is he prompt? __________________________
2. Is he dependable? __________________________
3. Is he regular in his attendance? __________________________
4. Does he understand and follow instructions? __________________________
5. How does he react to criticism? __________________________
6. Is he neat in his work? __________________________
7. Does he show initiative? __________________________
8. Does he keep busy? __________________________
9. Does he show ambition? __________________________
10. Is he well mannered and courteous? __________________________
11. Do you think he would be satisfactory and would profit by this training? __________________________

____
(Teacher's Signature)

____
(Subject)

Thanks !

________________ DCT Coordinator

APPENDIX B

Sample outline of General Related Study

Overall outline

1. Employer-employee Relations
   Attributes
   - a. adaptability
   - b. appearance
   - c. attitudes
   - d. cheerfulness
   - e. courtesy
   - f. initiative
   - g. loyality
   - h. tact
   - i. confidential business
   - j. sense of humor
2. Parliamentary Procedure
   - a. Orders of the Day
   - b. Voting Methods
   - c. Minutes
   - d. Motions
     - (1) Main motion
     - (2) Previous question
     - (3) Commit or refer
     - (4) to table
     - (5) to take from the table
     - (6) to reconsider
     - (7) to rescind,repeal, annul
     - (8) suspend the rules
     - (9) question of privilege
     - (10) adjourn
   - e. Amendments
   - f. Call for the orders of the day
   - g. Question of Order
   - h. Appeal from the Decision of the Chair
   - i. Duties of Members
   - j. Rights of Members
   - k. Duties of Officers
3. Organization of DCT Club
   - a. Organizational Meeting
   - b. Order of Business
   - c. Explain duties of officers and members
   - d. Suggested list of committees
   - e. Duties of committees
   - f. Future plans for club
4. Occupational Monograph
   - a. Requirements of occupation
   - b. Employment prospects

   c. Usual duties
   d. Opportunities for advancement
   e. Advantages and disadvantages
5. Year Project (with use of occupational monograph)
   a. History of Occupation
   b. Physical, mental, and personal qualifications needed
   c. Lines of authority
   d. Departments and major duties
   e. Promotional advantages
   f. Wages
   g. Hours
   h. Benefits
   i. Future prospects
   j. Business ethics
   k. Advantages
   l. Disadvantages
   m. Hazards
   n. Summary of occupation
6. Health and Safety
   a. keeping fit on the job
   b. posture, voice and manners
   c. avoiding bad manners
   d. keeping our bodies safe
   e. good mental habits
   f. recreation
   g. first aid
7. Community Civics or Know-Your-City
   a. government
   b. taxation
   c. utilities
   d. transportation
   e. tourists attractions
   f. history of city
   g. commercial establishments
   h. zoning
   i. library
   j. civic improvements
8. Social Development
   a. tests on social usuage
   b. attitudes toward change
   c. analyzing oneself
   d. the effect of outside interests upon success
9. Saving and Investing
   a. saving - an important element of good management
   b. a long range plan of saving
   c. security of investing
   d. evaluation of good investments
10. Credit and Money Management
   a. basic ways of giving security for a loan
   b. types of loan agencies

    c. retail sales done on credit system
    d. advantages and disadvantages of credit buying
    e. the effect of credit on the cost of commodities
11. Speech or Public and Impromptu Speaking
    a. oral expression
    b. mannerisms
    c. voice
    d. thought expression
12. Know your State
    a. History
    b. products
    c. industries
    d. policies
    e. geographic location
    f. outstanding attractions
    g. agriculture
    h. horticulture
13. Income Tax
    a. forms
    b. purpose
    c. how determined
    d. social security form and card
14. Insurance
    a. life
    b. health and accident
    c. fire
    d. casualty
    e. theft
15. Business letter writing
    a. application
    b. recommendation
    c. ordering goods
    d. adjustments
    e. advertising
16. Classroom ethics
    a. conduct in room
    b. courtesy to others
    c. care of room and equipment
    d. class work
17. Record Keeping
    a. filing personal and business records
    b. methods of filing
    c. records for school and social groups
    d. record keeping for clubs
    e. sources of useful information
18. Banking
    a. money - an aid in business transactions
    b. banks aid in business transactions
    c. how to open a checking account
    d. how to write checks
    e. what to do with checks you receive

    f. using a checking account
    g. other money and banking services
19. Etiquette
    a. formal functions
    b. informal functions
    c. dating
    d. table etiquette
20. How to get and hold a job
    a. the application
    b. the interview
    c. the personal data sheet
    d. proper dress
    e. attitude
    f. pride in work
    g. getting along with others
    h. honest days work
    i. upgrading

unit outline

CREDIT AND MONEY MANAGEMENT

A. Buying on Credit
    1. When you buy on credit you pay in the future
    2. Methods of paying for credit purchases differ
    3. Why do customers buy on credit
        a. the customer may be short of ready cash
        b. buying on credit is convenient
        c. credit customers may receive advance notice of sales
        d. credit customers may get better service than cash customers
        e. credit enables a person to establish a credit rating
    4. What are the disadvantages of buying on credit
        a. cash prices may be lower than credit prices
        b. credit customers may be tempted to overbuy
        c. buying on credit may be a cause of worry
    5. Why do merchants sell on credit
    6. To whom will merchants allow credit
    7. How to apply for credit
B. Paying for Credit Purchases
    1. Credit purchases are recorded on business forms
    2. Credit tickets show reductions to customer accounts
    3. A statement is a complete record of an account
    4. Use care in paying for credit purchases
    5. Evidence of payment is needed
    6. Receipts should include necessary information
    7. Receipted bills, invoices, and statements are used
    8. Receipt forms should be kept
C. Borrowing in Order to Buy
    1. Why do people borrow money
        a. why do business men borrow money
        b. why do consumers borrow money

2. Where may loans be obtained
3. A promissory note is usually given for a loan
4. A borrower may need to give security for a loan
    a. security may be in the form of property
    b. wages may be offered as security
    c. borrower may obtain an endorser
5. The borrower must pay interest on money borrowed
6. How is the amount of interest found
    a. rate of interest must be expressed in the form of a fraction
    b. interest is charged for each dollar or part of a dollar, borrowed
    c. interest rate is based upon one year at a time
7. How is interest found for less than one year
    a. interest is calculated by months
    b. interest is calculated by days
8. How is the date of maturity found
9. Discount is interest taken in advance

D. Buying on Installments
    1. What is installment buying
    2. What do consumers buy on the installment plan
    3. What are the costs of buying on installments
    4. How can the cost of buying on installments be found
    5. The installment contract should be studied carefully
    6. What are some disadvantages of installment buying
    7. What are the advantages of buying on installments.

APPENDIX C

Constitution of the Cooperative Education Clubs of Florida

(Revised and Adopted April 8, 1961)

ARTICLE I
Name

The name of this body shall be the Cooperative Education Clubs of Florida.

ARTICLE II
Objectives

The objectives of this body shall be:

1. To promote the growth and better understanding of cooperative vocational education in the school, the community, and the state.
2. To foster the best possible spirit of cooperation between employer, trainee, school, and parents.
3. To encourage the undertaking of some worthy school or civic project by each local club during the year.
4. To encourage local clubs to bring employer-employee groups together annually through employer-employee banquets and other activities.
5. To encourage local clubs to direct their efforts toward the development of leadership, scholarship, and vocational proficiency.
6. To coordinate the activities of the various local clubs in order that all shall be striving for a common purpose.

ARTICLE III
Membership

Section 1. Any local club may become affiliated with the state organization upon payment of state dues for each member. All students who have been approved and accepted into a cooperative program by a coordinator who is eligible for membership in the Coordinators' Association are eligible for membership.

Section 2. Each club shall be furnished a charter upon initial affiliation. This charter shall remain effective as long as the club maintains its affiliation with the Cooperative Education Clubs of Florida.

ARTICLE IV
Student Executive Board

Section 1. The student body of the Cooperative Education Clubs of Florida shall be represented by a student Executive Board composed of the district representatives, the President, and two secretaries.

Section 2. (a) The officers shall be a president, first, second, third vice-presidents, recording secretary, and corresponding secretary. All officers, except secretaries, shall be elected at the state convention from the district representatives.

(b) The secretaries shall be appointed from the membership of the cooperative business education programs in the state.

(c) The recording secretary shall be selected on an alphabetical basis by name of schools offering cooperative business education.

(d) The corresponding secretary shall be appointed by the president on the recommendation of the coordinator concerned with the approval of the student executive board. This secretary shall come from the school nearest the president's school. If several schools are within the same area, the president shall use his own judgment.

Section 3. In the event of a vacancy in the presidency, the vice-presidents in order shall succeed to this office; succession to the vice-presidencies shall follow the same order.

Section 4. When a district representative is elected as president, the first alternate representative of that district becomes the district representative. First and second alternates to the district representative are elected at each district meeting.

Section 5. In the event of a vacancy in the office of district representative, the first alternate shall succeed to this office. A vacancy exists when a representative moves out of his district or leaves his program. In the event that the representative is a state officer, he shall retain his state office but relinquish his district office.

Section 6. (a) The term of office for all officers and district representatives shall be one year, beginning with the installation at the State Convention and continuing through the following year's State Convention. The officers and representatives cannot succeed themselves in office.

Section 7. Candidates for office must send to the State Advisor his intention of candidacy for office not less than four weeks prior to the state convention.

ARTICLE V
Qualification of District Representative

Section 1. A district representative must:

a. Be a junior member in good standing, according to Article III, Section 1, with the intention of remaining in the program the second year.
b. Have demonstrated leadership and scholarship qualities.
c. Secure letters of recommendation from an official of the school, the employer, and the coordinator.

Section 2. He must send to the coordinator of the district representative his letters of recommendation and intention of candidacy for office, and he must send to the clubs in his district a resume of his qualications at least two weeks prior to the district meeting.

ARTICLE VI
Board of Governors

Section 1. A Board of Governors shall work closely with the Student Executive Board and the State Advisor of the cooperative programs by assisting on all matters of policy, in conducting meetings, in program planning, and in the administration of business affairs.

Section 2. The Board of Governors shall be composed of the officers of the Coordinators' Association.

Section 3. The three (3) Vice-Presidents of the Coordinators' Association shall act as counselors for the programs they represent.

ARTICLE VII
Duties

Section 1. The President, or in his absence the Vice President, shall preside at all meetings of the Cooperative Education Clubs of Florida and at all meetings of the Student Executive Board.

Section 2. The Second Vice-President shall act as Parliamentarian and shall advise the presiding officer on points of parliamentary law in order that all business shall be conducted properly.

Section 3. The Third Vice-President shall act as Sergeant-at-arms.

Section 4. The Recording Secretary shall keep a complete and permanent record of the proceedings of each meeting and shall furnish the president of each club a copy of the minutes of the State Convention business meeting.

Section 5. The Corresponding Secretary shall answer incoming mail and be responsible for sending correspondence as directed by the President of the Student Executive Board. She will be responsible for keeping on file a copy of all incoming and outgoing correspondence.

ARTICLE VIII
Oranization and Officers of Affiliated Clubs

Section 1. The officers of the local affiliated clubs shall be elected by the members of the club.

Section 2. The organization of the local affiliated clubs shall be determined by its constitution and by-laws as long as they do not conflict in any way with the constitution and by-laws of the Cooperative Education Clubs of Florida or with local school policy.

ARTICLE IX
Meetings

Section 1. (a) There shall be meetings in each district scheduled according to Section 3A and Section 4 of this article.

(b) The State Convention shall be scheduled as near as possible to the first Friday in May.

Section 2. The state will be divided into districts as recommended by the Board of Governors and approved by the State Advisor.

Section 3. (a) The district meetings shall be scheduled by the state advisor subject to the approval of the Board of Governors.

(b) State Convention site will be recommended by the Student Executive Board.

Section 4. Meetings of the various districts shall be held at places designated during the Coordinators' Planning Conference.

Section 5. The Student Executive Board shall meet on call by the State Advisor.

Section 6. Only students from affiliated clubs may attend the district meetings.

Section 7. Only Executive Board Members, the new district representatives and alternates, and delegates may attend the State Convention.

ARTICLE X
Amendments

Section 1. All proposed amendments to the Constitution must be submitted in writing to the State Advisor for distribution to all affiliated clubs thirty days prior to the State Convention.

Section 2. The proposed amendments shall be voted upon at the State Convention. An affirmative vote of two-thirds majority of the qualified persons in attendance shall constitute approval, and the amendments shall become effective immediately.

BY - LAWS

ARTICLE I
Affiliation and Dues

Section 1. Each local club shall organize and affiliate by payment of state dues on or before October 15 of each year.

Section 2. A roster of club members and officers shall be submitted to the State Advisor by October 15 of each year.

Section 3. The amount of dues for clubs affiliated with the Cooperative Education Clubs of Florida shall be determined at the State Convention each year by the Board of Governors upon the recommendation of the Student Executive Board.

Section 4. The membership year shall be the current school year.

ARTICLE II
Quorum

A quorum of two-thirds of those persons qualified to attend the meetings under Article IV and V of the By-Laws shall be present for the transaction of business.

ARTICLE III
Voting

Election of officers and district representatives shall be as prescribed by a State Club Manual.

ARTICLE IV
District Meetings

Section 1. All members of affiliated clubs are eligible to attend their respective district meetings.

Section 2. This District Representative, or in his absence, the First Alternate, shall be the presiding officer at the district meeting.

Section 3. The program at each district meeting shall be planned by the coordinators of the district in cooperation with the Area Supervisor.

Section 4. Each eligible member present is allowed to cast an individual vote at the District Meeting.

ARTICLE V
State Convention

Section 1. Representation shall be per coordinator:

20 students or less	2 delegates
21-35 students	3 delegates
36 students or over	4 delegates

Section 2. Only duly authorized delegates may vote; however, anyone attending the meeting may address the assembly in accordance with the time limits set up at the Convention by the Student Executive Board.

APPENDIX D

DISTRIBUTIVE AND COOPERATIVE EDUCATION PERSONNEL

Thomas D. Bailey, State Superintendent
Board of Public Instruction
State Department of Education
Capitol Building
Tallahassee, Florida

Walter R. Williams, Jr., Director
Vocational, Technical, and Adult Education
State Department of Education
Room 222, W. V. Knott Building
Tallahassee, Florida

Rex C. Toothman, Supervisor
Distributive, Cooperative and Business Education
State Department of Education
Room 215, W. V. Knott Building
Tallahassee, Florida

Jack P. Mc Clellan, Area I Supervisor
Distributive and Cooperative Education
State Department of Education
Room 215, W. V. Knott Building
Tallahassee, Florida

William P. Danenburg, Area II Supervisor
Distributive and Cooperative Education
State Department of Education
301 South Orlando Ave.
Winter Park, Florida

Joseph R. Barkley, Consultant
Business Education
State Department of Education
301 South Orlando Ave.
Winter Park, Florida

APPENDIX E

Constitution and By-Laws

Cooperative Education Association of Florida

Article I

Name

The name of this body shall be the Cooperative Education Association of Florida

Article II

Objectives

The objectives of this body shall be:

1. To promote the growth and better understanding of cooperative vocational education in the school, the community, and the state.
2. To foster the best possible spirit of cooperation between employer, trainee, school, and parents.
3. To encourage the undertaking of some worthy school or civic project by each local club during the year.
4. To encourage local clubs to bring employer-employee groups together annually through employer-employee banquets and other activities.
5. To encourage local clubs to direct their efforts toward the development of leadership, scholarship, and vocational proficiency.
6. To coordinate the activities of the various local clubs in order that all shall be striving for a common purpose.

Article III

Membership

Section 1. Any local club may become affiliated with the state organization upon payment of state dues for each member. All students who have been approved and accepted into a cooperative program by a coordinator are eligible for membership.

Section 2. Each club shall be furnished a charter upon initial affiliation. This charter shall remain effective as long as the club maintains its affiliation with the Cooperative Education Association of Florida

Article IV

Student Executive Board

Section 1. The student body of the Cooperative Education Association of Florida shall be represented by a student Executive Board composed of the district representatives and the President.

Section 2. (a) The officers shall be a president, first and second vice-presidents, and a secretary who shall be both recording and corresponding. All officers shall be elected at the State Convention from the district representatives.

Section 3. In the event of a vacancy in the presidency, the vice-presidents in order shall succeed to this office; succession to the vice-presidencies shall follow the same order.

Section 4. When a district representative is elected as president, the first alternate representative of that district becomes the district representative. First and second alternates to the district representative are elected at each district meeting.

Section 5. In the event of a vacancy in the office of district representative, the first alternate shall succeed to this office. The second alternate then becomes the first alternate. A vacancy exists when a representative moves out of his district or leaves his program.

Section 6. (a) The term of office for all officers and district representatives shall be one year, beginning with the installation at the State Convention and continuing through the following year's State Convention. The officers and representatives cannot succeed themselves in office.

Section 7. Candidates for office must send to the State Advisor their intention of candidacy for office not less then four weeks prior to the State Convention. Coordinators must make known any exception and have such exception approved by the Association.

Article V

Qualification of District Representative

Section 1. A district representative must:

(a) Be a junior member in good standing, according to Article III, Section 1, with the intention of remaining in the program the second year.

(b) Have demonstrated leadership and scholarship qualities.

(c) Secure letters of recommendation from an official of the school, the employer, and the coordinator.

Section 2. He must send to the coordinator of the district representative his letters of recommendation and intention of candidacy for office, and he must send to the clubs in his district, and to the State Advisor, a resume of his qualifications at least two weeks prior to the district meeting

Article VI

Board of Governors

Section 1. A Board of Governors, consisting of four coordinators, one each from the four districts, shall work closely with the Student Executive Board and the State Advisor of the cooperative programs by assisting on all matters of policy, in conducting meetings, in program planning, and in the administration of business affairs.

Section 2. The Board of Governors shall be composed of the officers of the Coordinators' Association.

Article VII

Duties

Section 1. The President, or in his absence the Vice-President, shall preside at all meetings of the Cooperative Education Clubs of Florida and at all meetings of the Student Executive Board.

Section 2. The Second Vice-President shall act as Parliamentarian and shall advise the presiding officer on points of parliamentary law in order that all business shall be conducted properly. He shall also act as Sergeant-at-arms.

Section 3. The Secretary shall keep a complete and permanent record of the proceedings of each meeting and shall furnish the president of each club a copy of the minutes of the State Convention meeting. She shall answer incoming mail and be responsible for sending correspondence as directed by the President of the Student Executive Board. She will be responsible for keeping on file a copy of all incoming and outgoing correspondence.

Article VIII

Organization and Officers of Affiliated Clubs

Section 1. The officers of the local affiliated clubs shall be elected by the members of the club.

Section 2. The organization of the local affiliated clubs shall be determined by its constitution and by-laws as long as they do not conflict in any way with the constitution and by-laws of the Cooperative Education Association of Florida or with local school policy.

Article IX

Meetings

Section 1. (a) There shall be meetings in each district scheduled according to Section 3A and Section 4 of this article.

(b) The State Convention shall be scheduled as near as possible to the first Friday in April.

Section 2. The state will be divided into districts as recommended by the Board of Governors and approved by the State Advisor.

Section 3. (a) The district meetings shall be scheduled by the state advisor subject to the approval of the Board of Governors.

(b) The Board of Governors shall make a list of minimum requirements for a site for the State Convention and shall recommend same to State Advisor.

Section 4. Meetings of the various districts shall be held at places designated during the Coordinators' Planning Conference.

Section 5. The Student Executive Board shall meet on call by the State Advisor.

Section 6. Only students from affiliated clubs may attend the district meetings

Section 7. Only Executive Board Members, the new district representatives and alternates, and delegates may attend the State Convention.

Article X

Amendments

Section 1. All proposed amendments to the Constitution must be submitted in writing to the State Advisor for distribution to all affiliated clubs thirty days prior to the State Convention.

Section 2. The proposed amendments shall be voted upon at the State Convention. An affirmative vote of two-thirds majority of the qualified persons in attendance shall constitute approval, and the amendments shall become effective immediately.

By-Laws

Article I

Affiliation and Dues

Section 1. Each local club must organize and affiliate by payment of state dues on or before November 15 of each year, in order to participate in the Association's business and/or activities.

Section 2. A roster of club members and officers shall be submitted to the State Advisor by November 15 of each year.

Section 3. The amount of dues for clubs affiliated with the Cooperative Education Clubs of Florida shall be determined at the State Convention each year by the Board of Governors upon the recommendation of the Student Executive Board.

Section 4. The membership year shall be the current school year.

Article II

Quorum

A quorum of two-thirds of those persons qualified to attend the meetings under Articles IV and V of the By-Laws shall be present for the transaction of business.

Article III

Voting

Election of officers and district representatives shall be as prescribed by a State Club Manual.

Article IV

District Meetings

Section 1. All members of affiliated clubs are eligible to attend their respective district meetings.

Section 2. The District Representative, or in his absence, the First Alternate, shall be the presiding officer at the district meeting. In the First Alternate's absence, a representative of the host club may be used.

Section 3. The program at each district meeting shall be planned by the coordinators of the district in cooperation with the Area Supervisor.

Section 4. Each eligible member present is allowed to cast an individual vote at the District Meeting.

Article V

State Convention

Section 1. Representation shall be per coordinator:

20 students or less . . . 4 delegates
21-35 students . . . 5 delegates
36 students or over . . . 6 delegates

Section 2. Only duly authorized delegates may vote; however, anyone attending the meeting may address the assembly in accordance with the time limits set up at the Convention by the Student Executive Board.

APPENDIX F

AREA DIVISION IN COOPERATIVE EDUCATION

Counties comprising area one
Distributive and Cooperative Education

Jack P. McClellan
Area I Supervisor

COUNTIES

Alachua
Baker
Bay
Bradford
Calhoun
Citrus
Clay
Columbia
Dixie
Duval
Escambia
Franklin
Gadsden
Gilchrist
Gulf
Hamilton
Hernando
Hillsborough
Holmes
Jackson
Jefferson
Lafayette
Leon
Levy
Liberty
Madison
Marion
Nassau
Okaloosa
Pasco
Pinellas
Putnam
St. Johns
Santa Rosa
Sumter
Suwannee
Taylor
Union
Wakulla
Walton
Washington

Counties comprising area two
Distributive and Cooperative Education

William P. Danenburg
Area II Supervisor

COUNTIES

Brevard
Broward
Charlotte
Collier
Dade
DeSoto
Flagler
Glades
Hardee
Hendry
Highlands
Indian River
Lake
Lee
Manatee
Martin
Monroe
Okeechobee
Orange
Osceola
Palm Beach
Polk
St. Lucie
Sarasota
Seminole
Volusia

APPENDIX G

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

THOMAS D. BAILEY
SUPERINTENDENT

EDUCATION HOLDS OUR FUTURE
BETTER SCHOOLS BUILD A STRONGER AMERICA

August 25, 1960

Distributive, Cooperative, and Business Education

POLICY MEMORANDUM NO. 4

General Related Study for Cooperative Education Programs

1. It is felt that the program of General Related Study for cooperative education students in diversified and distributive programs as now being offered does not justify the present two-year requirement for a student enrolled in these programs for a two-year period. In the second year of general related study, we are offering the second-year student in many instances a repetition of the first-year course.

   General Related Study should not be concerned with areas of study offered in other phases of the general curriculum. It is felt that the second-year student should have the advantage of taking one additional subject which is impossible under the present system.

2. It is recommended, therefore, that necessary steps be taken to effect this school year a policy as follows:

   > "All diversified and distributive education students enrolled for the second year may be scheduled for one period only in the cooperative program. This period will be the specific related period of study that is directly pertinent to his on-the-job training. This schedule will allow the student to schedule one additional subject during his senior year and will reduce the credit allowed for cooperative education from three to two hours of credit."

   This change will not alter the present schedule of the one-year student where two hours of related study will still be required. It also will not affect the present operation of cooperative business education programs.

   It is recognized that a slightly higher enrollment might be necessary to meet minimum average daily attendance requirements if several second-year students are enrolled.

APPENDIX H

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

THOMAS D. BAILEY
SUPERINTENDENT

February 1, 1961

TO: County Superintendents; County Directors of Vocational and Adult Education; County Coordinators of Distributive and Cooperative Education; Teacher-Coordinators of Business, Distributive, and Diversified Cooperative Training Programs; and Principals of High Schools

FROM: Rex C. Toothman, State Supervisor
Distributive, Cooperative, and Business Education

SUBJECT: Recommended Policy for Student Placement in Schools Operating Multiple Programs in Cooperative Education Beginning School Year 1961-62

If specialized programs (Distributive Education and Cooperative Business Education) are operated in addition to Diversified Cooperative Training within a school, the following policies are recommended:

1. If Distributive Education is operating as a special unit, all students training in distributive occupations should be enrolled in the distributive education program.

2. If Cooperative Business Education is operating as a special unit, all students training in office occupations should be enrolled in cooperative business education who can meet entrance requirements for that program.

Distributive occupations are defined as those occupational pursuits followed by persons engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments and are not necessarily limited to retailing, wholesaling, manufacturing, storing, transporting, financing, and risk-bearing firms.

Office occupations are defined as those occupational pursuits followed by persons engaged primarily in secretarial, clerical, bookkeeping, or business machines activities or duties.

These recommendations are made in order that the best interests of the students might be served by training under the supervision of a coordinator who is specially prepared and certificated in the field of the student's occupational choice.

APPENDIX I

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE

THOMAS D. BAILEY
SUPERINTENDENT

August 21, 1961

Distributive, Cooperative, and Business Education

POLICY MEMORANDUM NO. 6

To: County Superintendents of Public Instruction, Local Directors of Vocational Education Programs, Coordinators of High School Diversified Cooperative Training Programs, and Principals of their High Schools

From: Rex C. Toothman, State Supervisor, Distributive, Cooperative, and Business Education

Subject: Form DCE 3 for Diversified Cooperative Training

Over the past several years, we have had requests from coordinators in our diversified cooperative training programs to permit them to schedule certain students in vocational classes within the school in place of the specific related study course. For example, a student training in a secretarial capacity might need to be enrolled in a course in office practice or advanced typewriting. During this school year this practice will be permitted in our DCT programs under certain controlled conditions.

Form DCE 3 has been prepared to be used for this purpose, a copy of which is attached. As you will note, this form should be completed by the coordinator and approved by the principal before it is submitted to the Area Supervisor for approval.

The time spent by the DCT student in vocational classes taught by other school personnel will not contribute to the ADA earned by the DCT Coordinator for the special vocational unit. This means that additional enrollment in the DCT program might be required to maintain the minimum ADA of the program as computed on Form DCE 2.

Additional copies of the form are enclosed for coordinators who did not attend the Winter Park planning conference where this matter was presented.

Enclosure

September, 1962

APPENDIX J

JOB CLASSIFICATION CODES
COOPERATIVE EDUCATION PROGRAMS

CODE	JOB CLASSIFICATION (Alphabetical listing)
1 X 30	Abstract Clerks
6 X 01	Aids, Nurses
4 X 99	Armature, Coil and Magneto Winders
5 X 33	Asbestos and Insulation Workers
1 X 32	Assistants and Attendants, Dentists and Physicians
1 X 20	Assistants and Attendants, Library
6 X 02	Assistants and Attendants, Nursery
6 X 03	Assistants and Attendants, Veterinarians
0 X 50	Assistants and Technicians, Laboratory
7 X 60	Attendant, Filling Station and Parking Lot
2 X 42	Attendants, Hospitals and Other Institutions, n.e.c.
2 X 40	Attendants, Recreation and Amusement, n.e.c.
4 X 02	Bakery Products Occupations, Production
2 X 32	Barbers, Beauticians and Manicurists
5 X 89	Batteryman
2 X 22	Bellmen and Related Occupations
1 X 01	Bookkeepers and Cashiers, Except Bank Cashiers
1 X 02	Bookkeeping Machine Operator
5 X 24	Brick and Stone Masons, Tile Setters
0 X 74	Buyers and Department Heads, Retail Stores
4 X 32	Cabinetmakers
5 X 22	Carpenters
1 X 01	Cashiers, Except Bank Cashiers, and Bookkeepers
5 X 36	Chauffeurs and Drivers, Bus, Taxi, Truck and Tractor
1 X 03	Checkers
2 X 06	Child Care, Including Maids, General
4 X 51	Chemical, Plastics, and Synthetic Materials Processing Occupations
5 X 57	Cleaning Occupations, Apparel and Other Articles
1 X 30	Clerks, Abstract
1 X 49	Clerks and Kindred Occupations, n. e. c.
1 X 16	Clerks, Correspondence
1 X 09	Clerks, Credit
1 X 17	Clerks, File
1 X 06	Clerks, Financial Institutions, n.e.c.
1 X 04	Clerks, General
1 X 05	Clerks, General Office
1 X 07	Clerks, Hotel, n.e.c.
1 X 08	Clerks, Insurance, n.e.c.
1 X 26	Clerks, Payroll
1 X 10	Clerks, Printing and Publishing
1 X 34	Clerks, Receiving
1 X 70	Clerks, Sales
1 X 96	Clerks, Sales, Dry Cleaning and Laundry
1 X 34	Clerks, Shipping
1 X 38	Clerks, Stock
1 X 35	Clerks, Technical, n.e.c.
1 X 11	Clerks, Transportation

(n.e.c. - not elsewhere classified)

4 X 99	Coil, Armature and Magneto Winders
4 X 44	Compositors and Typesetters
5 X 26	Concrete and Cement Finishers
4 X 05	Confections Production Occupations
5 X 23	Construction Machinery Operators, n.e.c.
5 X 32	Construction Occupations, n.e.c.
2 X 05	Cooks, Domestic
2 X 26	Cooks, Except Private Family
4 X 38	Cooperage Occupations
4 X 80	Coppersmiths, Tinsmiths, and Sheet Metal Workers
1 X 16	Correspondence Clerks
1 X 09	Credit Clerks
4 X 06	Dairy Products Production, non farm
0 X 43	Decorators and Window Dressers
1 X 32	Dentists and Physicians Assistants and Attendants
0 X 74	Department Heads and Buyers, Retail Stores
0 X 48	Draftsmen
4 X 25	Dressmakers and Seamstresses
5 X 36	Drivers and Chauffeurs, Bus, Taxi, Truck, and Tractor
4 X 97	Electricians
6 X 11	Electronics, n.e.c.
0 X 65	Embalmers and Undertakers
1 X 23	Errand Boys, Office Boys and Girls, and Messengers
1 X 44	Express, Ticket, and Station Agents, Transportation
5 X 10	Fabricated Plastics Products Manufacturing Occupations
1 X 17	File Clerks
7 X 60	Filling Station and Parking Lot Attendants
1 X 06	Financial Institution Clerks, n.e.c.
4 X 39	Finished Lumber Products Manufacturing Occupations, Miscellaneous
3 X 87	Fishermen and Oystermen
3 X 89	Fishing Occupations, n.e.c.
3 X 38	Flower Growers and Nursery Operators
4 X 10	Food Products Production, Occupations in, Miscellaneous
3 X 30	Fruit and Vegetable Graders and Packers
6 X 79	Fumigators
4 X 36	Furniture Manufacturing Occupations, n.e.c.
2 X 25	Hostesses, Housekeepers, and Stewards
1 X 07	Hotel Clerks, n.e.c.
2 X 03	Housekeepers, Private Family
2 X 25	Housekeepers, Hostesses, and Stewards
2 X 24	Housemen and Maids, Hotels and Restaurants
2 X 04	Housemen and Yardmen
5 X 33	Insulation and Asbestos Workers
1 X 08	Insurance Clerks, n.e.c.
1 X 57	Insurance Salesmen
2 X 84	Janitors
2 X 29	Kitchen Workers in Hotels, Restaurants, n.e.c.

0 X 50	Laboratory Technicians and Assistants
3 X 39	Laborers, Landscaping and Nursery
7 X 85	Laborers, Washers, Greasers, Transportation and Equipment
3 X 39	Landscaping and Nursery Laborers
5 X 57	Laundering Occupations, Apparel and other Articles
1 X 20	Library Assistants and Attendants
4 X 46	Lithographers
4 X 78	Machine Shop and Related Occupations, n.e.c.
4 X 75	Machinists
4 X 99	Magento, Coil, and Armature Winders
2 X 24	Maids and Housemen, Hotels and Restaurants
2 X 06	Maids, General, Including Child Care
2 X 32	Manicurists, Barbers, and Beauticians
5 X 58	Meatcutters, Except in Slaughtering and Packing Houses
5 X 80	Mechanics and Repairmen, Airplane
5 X 81	Mechanics and Repairmen, Motor Vehicle
5 X 83	Mechanics and Repairmen, n.e.c.
3 X 35	Mechanics, Farm
0 X 52	Medical Service Occupations, n.e.c.
1 X 23	Messengers, Errand Boys, and Office Boys and Girls
5 X 89	Miscellaneous Occupations, n.e.c.
5 X 56	Motion-Picture, Amusement, and Recreation Occupations, n.e.c.
5 X 55	Motion-Picture Projectionists
3 X 39	Nursery and Landscaping Laborers
3 X 38	Nursery Operators and Flower Growers
6 X 01	Nurses Aids
6 X 02	Nursery School Attendants and Assistants
1 X 23	Office Boys and Girls, Messengers, and Errand Boys
1 X 25	Office Machine Operators
1 X 02	Operators, Bookkeeping Machine
3 X 38	Operators, Nursery
1 X 25	Operators, Office Machines
0 X 61	Operators, Radio and Television
1 X 42	Operators, Telephone
4 X 84	Ornamental and Structural-Metal Workers
3 X 87	Oystermen and Fishermen
3 X 30	Packers and Graders, Fruit and Vegetables
7 X 68	Packing, Filling, Labeling, Marking, Bottling, Washing, and Related Occupations, n.e.c.
5 X 27	Painters, Construction and Maintenance
5 X 16	Painters, Except Construction and Maintenance
4 X 41	Paper and Pulp Manufacturing Occupations
4 X 42	Paper Goods Manufacturing Occupations
7 X 60	Parking Lot and Filling Station Attendants
0 X 56	Photographers
5 X 86	Photographic Process Occupations
1 X 32	Physicians and Dentists Assistants and Attendants
5 X 29	Plasterers
4 X 51	Plastics, Synthetic Materials, and Chemical Processing Occupations
4 X 48	Plate Printers and Pressmen, Printing
1 X 10	Printing and Publishing Clerks, n.e.c.
4 X 49	Printing and Publishing Occupations, n.e.c.

5 X 61	Public Service Occupations, n.e.c.
0 X 91	Purchasing Agents and Buyers, n.e.c.
0 X 61	Radio and Television Operators
5 X 82	Radio and Television Repairman
1 X 34	Receiving and Shipping Clerks
5 X 56	Recreation, Amusement, and Motion-Picture Occupations, n.e.c.
5 X 80	Repairmen and Mechanics, Airplane
5 X 81	Repairmen and Mechanics, Motor Vechicle
5 X 82	Repairmen, Radio and Television
5 X 83	Repairmen and Mechanics, n.e.c.
0 x 06	Reporters, Newspaper and Magazine
7 X 35	Routemen
1 X 85	Salesmen and Sales Agents, Except to Consumers (wholesaling)
1 X 70	Sales Clerks
1 X 96	Sales Clerks, Dry Cleaning and Laundry
1 X 57	Salesmen, Insurance
1 X 75	Salespersons
4 X 25	Seamstresses and Dressmakers
1 X 33	Secretaries
4 X 80	Sheet Metal Workers, Coppersmiths and Tinsmiths
1 X 34	Shipping and Receiving Clerks
4 X 60	Shoe Repairmen
6 X 96	Silk Screen Printer
7 X 31	Slaters and Roofers
4 X 09	Slaughtering and Meat Products Preparing Occupations
1 X 44	Station, Express, and Ticket Agents, Transportation
1 X 36	Statistical Clerks and Compilers
5 X 30	Steam Fitters, Gas Fitters, and Plumbers
1 X 37	Stenographers and Typists .
2 X 25	Stewards and Hostesses
1 X 38	Stock Clerks
5 X 24	Stone and Brick Masons and Tile Setters
4 X 84	Structural and Ornamental Metal Workers
4 X 51	Synthetic Materials, Plastics, and Chemical Processing Occupations
4 X 26	Tailors and Tailoresses
1 X 35	Technical Clerks, n.e.c.
0 X 50	Technicians and Assistants, Laboratory
0 X 66	Technicians, Except Laboratory
1 X 42	Telephone Operators
5 X 82	Television and Radio Repairmen
5 X 24	Tile Setters, Stone and Brick Masons
1 X 26	Timekeepers, Paymasters, and Payroll Clerks
4 X 80	Tinsmiths, Coppersmiths, and Sheet Metal Workers
6 X 89	Tire Recapping
5 X 59	Trades and Services Occupations, n.e.c.
1 X 11	Transportation Clerks, n.e.c.
7 X 85	Transportation Equipment Laborers, Washers, and Greasers
5 X 49	Transportation Occupations, n.e.c.
4 X 44	Typesetters and Compositors
1 X 37	Typists and Stenographers
0 X 65	Undertakers and Embalmers
4 X 35	Upholsterers

3 X 30	Vegetable and Fruit Graders and Packers
6 X 03	Veternarians Assistant and Attendant
2 X 27	Waiters and Waitresses, Except Private Family
5 X 88	Warehousing, Storekeeping, Handling, Loading, Unloading and Related Occupations
7 X 85	Washers, Greasers, and Laborers, Transportation Equipment
4 X 71	Watchmakers and Jewelers
1 X 85	Wholesaling, n.e.c.
0 X 43	Window Dressers and Decorators
4 X 33	Woodworking Occupations, General, n.e.c.
2 X 04	Yardmen and Housemen

NOTE: If you cannot find a suitable job classification, please attach a note of explanation giving complete job description. The State office will furnish the code.

APPENDIX K

For Distributive, Cooperative, and Business Education Reporting Purposes

COUNTY AND SCHOOL CODE NUMBERS

	School Code No.
ALACHUA - 01	
Gainesville High School	0040
Lincoln High School	0155
BAY COUNTY - 03	
Bay High School	0035
BRADFORD COUNTY - 04	
Bradford High School	0020
BREVARD COUNTY - 05	
Cocoa High School	0010
Melbourne High School	0030
Monroe High School	0040
Stone High School	0050
Titusville High School	0060
BROWARD COUNTY - 06	
Blanche Ely High School	0036
Dillard High School	0020
Fort Lauderdale High	0040
McArthur High School	0050
Pompano Beach High School	0060
South Broward High School	0070
Stranahan High School	0080
CALHOUN COUNTY - 07	
Blountstown High School	0030
COLUMBIA COUNTY - 12	
Columbia High School	0030
DADE COUNTY - 13	
Carver High School	0010
Hialeah High School	0030
Mays High School	0040
Miami Edison Senior High School	0070
Miami Jackson Senior High School	0080

Dade County Cont.

Miami Norland High School	0090
Miami Senior High	0100
North Dade High School	0110
North Miami Senior High School	0120
Northwestern High School	0130
Southwest Miami Senior High School	0160
Booker T. Washington High School	0170

DUVAL COUNTY - 16

Douglas Anderson High School	0107
duPont High School	0066
Englewood High School	0090
Fletcher High School	0063
Forest High School	0207
Gilbert High School	0146
Jackson High School	0035
Landon High School	0031
Lee High School	0033
New Stanton High School	0153
Northwestern High School	0155
Parker High School	0086
Paxon High School	0075
Ribault High School	0096

ESCAMBIA COUNTY - 17

Escambia High School	0411
Pensacola High School	0020
Technical High School	0418
Washington High School	0430

HARDEE COUNTY - 25

Hardee County High School	0030

HERNANDO COUNTY - 27

Hernando High School	0020

HILLSBOROUGH COUNTY - 29

Blake High School	0070
Chamberlain High School	0035
Hillsborough High School	0020
Jefferson High School	0040
King High School	0025
Plant High School	0030
Robinson High School	0041
Plant City High School	0490

INDIAN RIVER COUNTY -31

Vero Beach High School	0025

LAKE COUNTY - 35

Eustis High School	0080
Leesburg High School	0150

LEE COUNTY - 36

Dunbar High School	0170
Ft. Myers High School	0020

LEON COUNTY -37

Leon High School	0055
Lincoln High School	0135

MANATEE COUNTY - 41

Lincoln Memorial High School	0215
Manatee High School	0040
Palmetto High School	0080
Southeast High School	0135

MARION COUNTY - 42

Howard High School	0260
Ocala High School	0095

MARTIN COUNTY - 43

Martin County High School	0050

MONROE COUNTY - 44

Coral Shores High School	0070
Key West High School	0020
Marathon High School	0060

OKALOOSA COUNTY -46

Choctawhatchee High School	0180
Crestview High School	0050

ORANGE COUNTY - 48

Apopka High School	0028
Boone High School	0011
Colonial High School	0066
Edgewater High School	0012
Evans High School	0067
Jones High School	0571
Lakeview High School	0035
Oakridge High School	0069
Winter Park High School	0030

OSCEOLA COUNTY -49

Osceola High School	0020

PALM BEACH COUNTY -50

Belle Glade High School	0095
Forest Hill High School	0155
Lake Worth High School	0205
Pahokee High School	0110
Palm Beach High School	0030
Riviera Beach High School	0145
Roosevelt High School	0400

PASCO COUNTY - 51

Pasco High School	0060
Zephyrhills High School	0025

PINELLAS COUNTY - 52

Clearwater High School	0071
Dixie Hollins High School	0103
Dunedin High School	0108
Gibbs High School	0153
Largo High School	0208
Northeast High School	0264
St. Petersburg High School	0378
Seminole High School	0392

POLK COUNTY - 53

Auburndale High School	0230
Bartow High School	0260
Fort Meade High School	0200
Haines City High School	0120
Jewett High School	0420
Kathleen Senior High School	0300
Lakeland Senior High School	0090
Lake Wales High School	0340
Mulberry High School	0280
Rochelle High School	0385
Winter Haven High School	0185

PUTNAM COUNTY - 54

Palatka High School	0020

ST. JOHNS COUNTY - 55

St. Augustine High School	0060

ST. LUCIE COUNTY - 56

Lincoln Park Academy	0100
Dan McCarty High School	0030

SANTA ROSA COUNTY - 57

Milton High School	0020

SARASOTA COUNTY - 58

Riverview High School	0075
Sarasota High School	0080
Venice High School	0105

SEMINOLE COUNTY - 59

Lyman High School	0075
Seminole High School	0035

SUMTER COUNTY - 60

Wildwood High School	0060

SUWANNEE COUNTY - 61

Live Oak High School	0020

TAYLOR COUNTY - 62

Taylor County High School	0020

VOLUSIA COUNTY - 64

Campbell Street High School	0390
Euclid High School	0430
Mainland High School	0050
Deland High School	0150
New Smyrna Beach High School	0100
Seabreeze High School	0270

WALTON COUNTY - 66

Walton County High School	0300